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State Normal School

Spearfish, South Dakota

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Complete Announcement
1912-1913

Twenty-Seventh Annual Catalog

of the

State Normal School

SPEARFISH, SOUTH DAKOTA

Complete Announcement
1912-1913

Published as a Quarterly Bulletin

by the

State Normal School
Spearfish, So. Dakota

VOL. V

No. 1

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Second-Class Matter*



Regents of Education

Term Expires

A. E. Hitchcock, Mitchell.....	Jan. 1, 1915
A. M. Anderson, Sturgis.....	Jan. 1, 1917
T. W. Dwight, Sioux Falls.....	Jan. 1, 1915
August Frieberg, Beresford.....	Jan. 1, 1913
H. Reinhardt, Eureka.....	Jan. 1, 1913

Officers

A. E. Hitchcock	President
T. W. Dwight.....	Vice-President
F. W. Ford, Elk Point.....	Secretary
G. G. Johnson, State Treasurer	Treasurer Ex-Officio
A. M. Anderson	} Committee for Spearfish Normal School
H. Reinhardt	

Calendar 1912-1913

First Semester—Nineteen Weeks

Faculty Meeting.....Monday Morning, September 9
Enrollment and Classification of Seniors,
Monday Afternoon, September 9
Enrollment and Classification of Other Students,
Tuesday, September 10
Class Work Begins and Training Department Opens,
Wednesday, September 11
Holiday Recess, two weeks, from December 13
to December 31, not inclusive
End of First Semester.....Saturday, February 1

Second Semester—Nineteen Weeks

Beginning of Second Semester.....Tuesday, February 4
Close of Training Department.....Friday, June 6
Commencement.....Wednesday, June 11
Alumni Anniversary.....Wednesday, June 11

Faculty

Fayette L. Cook, President

History and Philosophy of Education, Principles and Art of Teaching

Margaret A. Thompson, Vice-President, Dean of Women
Literature and History

Martha M. Williams
Chemistry and Foundations in Science

Jane L. McGrath
Psychology, Method, and Superintendent of the Training School

Kate G. Scott
Head of Department of Mathematics

J. C. Lindberg, Registrar
Grammar, Rhetoric, and Literature

Lynn P. McCain
Supervisor of the Elementary Teachers' Course

T. A. Hutton
History and Political Science

Eugene Hager
Latin and Physical Training

C. A. Michels
Agriculture, Geography, Botany, and General Biology

Lyle Hare, M. D., Medical Inspector
Physiology, Hygiene, Sanitary Science, and Physical Training

Emma Meistrik
German and English

O. T. Swanson
Head of Commercial Department, Mechanical Drawing

Lilian B. Forde
Drawing and Art Instruction

A. D. Humbert
Geology and Physics

Olive Olander

Elocution, Public Speaking, and Physical Training of
Women

Charlotte A. Raymond

Home Economics

Eva Winyall

Assistant in Mathematics

Edward S. Luce

Director of School of Music, Leader of Band and Orchestra

Elizabeth E. Luce

Vocal Music

Olive M. Warren

Assistant in Home Economics

Ida Henton

Assistant in Bookkeeping

C. Sandall

Manual Training, Superintendent of Buildings

Marie Jensen

Assistant in Manual Training

George Blake, Secretary to President

Emma Gramberg

Stenography and Typewriting

Faith Powell

Supervisor of First Four Grades of Training School
and Critic Teacher in Third and Fourth Grades

Carrie Sevaton

Critic Teacher in First and Second Grades of Training
School

Margaret Black

Critic Teacher in Fifth and Sixth Grades of Training School

Marie J. Dorland

Critic Teacher in Seventh and Eighth Grades of Training
School

Miltanna Rowe

Librarian, Library Science

Edna Patterson
Assistant Librarian

Katherine M. Cameron
Matron and Preceptress of Dormitory

Julia E. Plummer
Assistant Matron and Preceptress of Dormitory

Fred Gardner
Janitor of Main Building

A. E. Johnson
Janitor of Dormitory and Training School Building

Ralph Wayne
Farm Manager and Janitor

Faculty Committees 1912-13

Classification

Mr. Lindberg, Chairman, assisted by the faculty.

Course of Study and Daily Program

Mrs. Scott, Chairman; Mr. Lindberg, Miss Thompson.

Rules, Regulations, and Discipline

Miss Winyall, Chairman; Mr. McCain, Miss Thompson, Dr. Hare, Mr. Michels.

Social Life

Miss Powell, Chairman; Mr. Hutton, Miss Forde, Miss McGrath, Miss Raymond, Miss Meistrik, Miss Olander, Miss Winyall, Miss Sevaton, the Dormitory Preceptress.

Boys' Athletics

Dr. Hare, Chairman; Mr. Swanson, Mr. Michels, Mr. Humbert, Mr. Hager.

Girls' Athletics

Miss Olander, Chairman; Miss Raymond, Miss Dorland, Mrs. Warren, Miss Winyall.

Entertainment and Commencement

Miss Olander, Chairman; Miss McGrath, Miss Thompson, Mr. Luce, Miss Black.

Literary Societies

Mr. Lindberg, Chairman; Mrs. Luce, Miss Meistrik, Mr. Hager, Miss Sevaton, Miss Rowe, Miss Gramberg, Miss Olander, Mr. Humbert, Mr. McCain.

Finance

Mr. McCain, Chairman; Mr. Swanson, Mr. Blake.

Affiliation with Colleges

Mr. Hutton, Chairman; Mr. Lindberg, Miss Rowe, Mrs. Scott, Mr. Michels.

Relation to Schools in the Hills

Mr. Lindberg, Chairman; Mr. McCain, Miss Forde, Miss McGrath, Miss Powell.

Normal Magazine and Senior Annual

Mrs. Warren, Chairman; Mr. Lindberg, Miss Winyall.

Teachers' Bureau

Miss McGrath, Chairman; Miss Thompson, Mr. McCain, Miss Powell, Miss Sevatson.

Christian Work

Miss Winyall, Chairman; Miss Williams, Miss Black, Miss Meistrick, Miss Thompson, Mr. Hutton, Mr. McCain.

Reception of New Students

Mrs. Warren, Chairman; Miss Forde, Miss Powell, Miss Gramberg, Miss Patterson.

Exhibits

Miss Williams, Chairman; Miss McGrath, Miss Sevatson, Mr. Humbert, Mr. McCain, Miss Forde, Mr. Sandall, Mr. Michels, Miss Raymond.



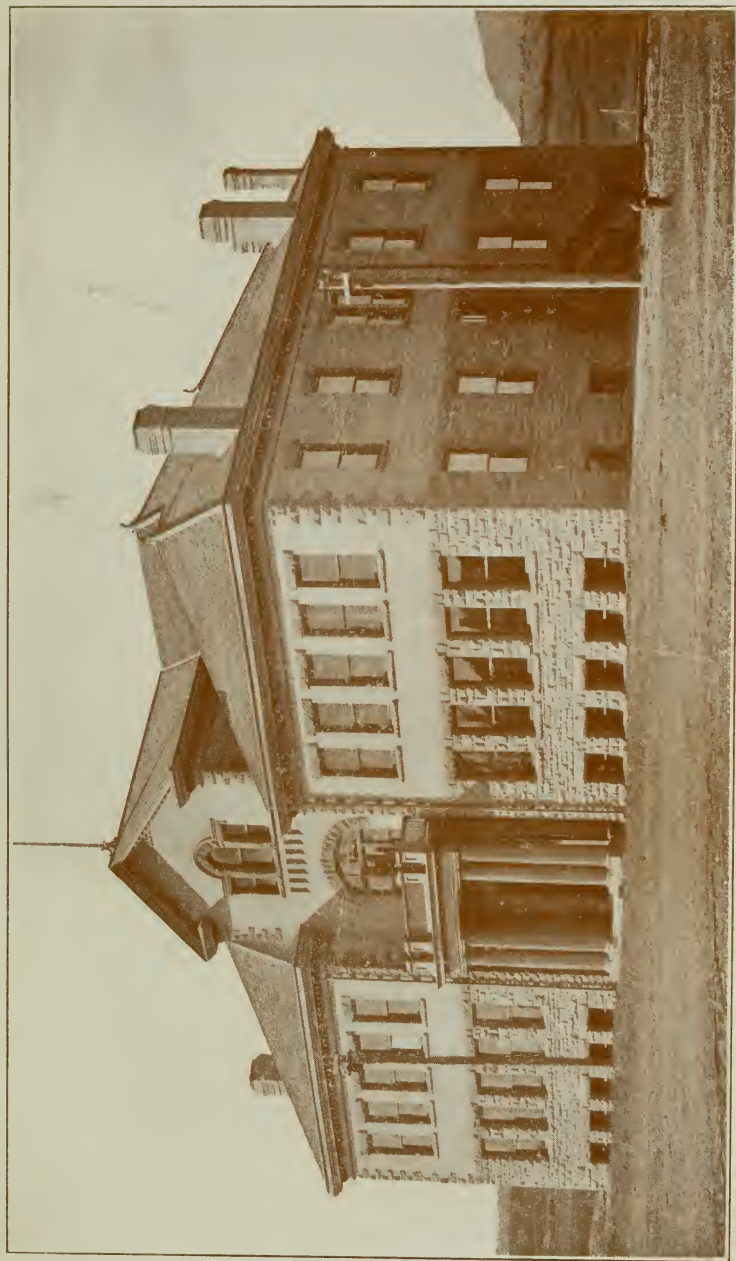


Training School

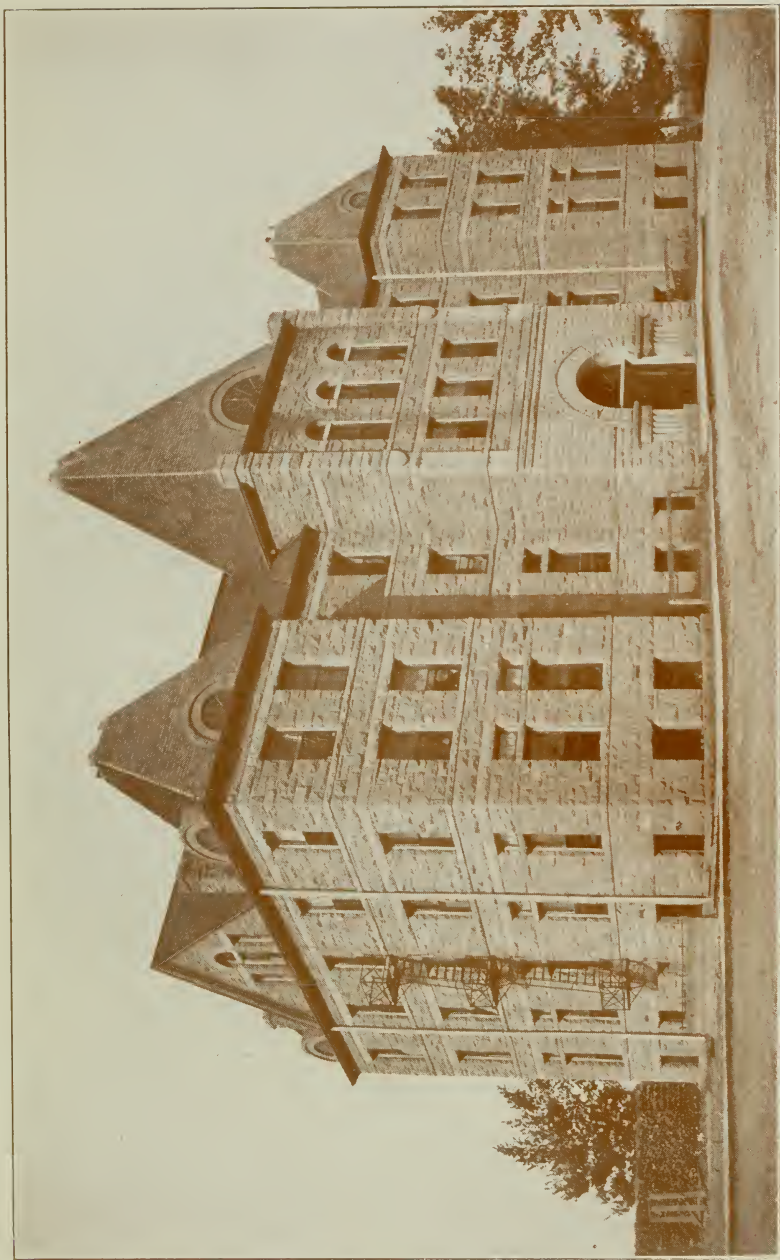
Buildings of the State Normal School

Central Building

Girls' Dormitory



Training School Building



Women's Hall

General Information

INTRODUCTION

IN the last few years there has been an enormous increase of interest throughout the world in popular education. For the first time in history all classes of people, the rulers and the ruled, the high and the low, the rich and the poor, are united upon the proposition that the education of all the people is the key to all progress.

Is it desirable that physical suffering and weakness be banished from the earth? It is certain that this can be largely done thru education. Shall the need of jails and prisons, courts of justice, reform schools, and hospitals for the insane be diminished at least one-half? This is entirely practicable, but can come only thru education. Is our country to lead the world in the steady march of progress—in the universal development of the spirit of brotherhood that shall ultimately lead all peoples to become one people; in the character growth of its citizens, the key to everything else desirable; in material prosperity? This commanding position for America seems abundantly sanctioned by Providence. It is the heritage of our people if they choose to accept it. But at present this country is behind nearly all the other progressive nations of the world in important respects, because our schools are poorer than theirs. We are able to compete with Germany, France, England, Denmark, Switzerland, Belgium, Holland, Sweden, and Japan in some particulars, only because of our greater natural resources, which we are rapidly exhausting. Unless our schools are improved until they equal those of the more progressive lands, our country is doomed to take second rank ere long. They have stolen a march on us by being first to recognize the vital truth that universal education of the right kind is the only road to success. While we have slept, or economized (?), or grafted, they have vigorously reorganized and improved their schools. It is now evident that, tho they have expended vast sums of

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money upon education, they are getting a return of many hundred per cent on their investment, that they have, indeed, taken the only course that under modern conditions will save any nation from ruin.

But we do not need to be discouraged. Tho our competitors have won the first heat, our people are having a great awakening. In the last two or three years interest and intelligent effort in education have increased amazingly in nearly every state in the Union. South Dakota, however, seems to be bringing up the rear of the procession. Minnesota levies two and one-half mills, Maine two mills, and several other states similar amounts, on all the property in the state, solely to aid the common schools by enforcing in some measure at least the great principle that all children in a state should have equal educational advantages, that the schools in the poorest sections should be as good as those of the most favored localities. South Dakota regularly levies a two mill tax only for all purposes whatsoever. All other northern states do several times as much as this. There is such a thing as being penny wise and pound foolish. The rural classes in this state, the ones that above all others are suffering on account of poor schools, are not in touch with the situation. They need to be more fully informed, and then a good majority of them would be the most earnest champions of the idea of reorganized and improved rural schools. THE RURAL SCHOOLS NEED HELP AND NEED IT BADLY.

Industrial education presents one of the foremost problems of the day. Public school education in this country has always been general or cultural, and in the main should continue to be so; but the changed social and economic conditions have made another phase of education necessary, namely: industrial or vocational training. This especially concerns the rural schools. If they were properly organized, supervised, and equipped, every farmer's boy could, in addition to a good general education, get, in his home school, a considerable knowledge of the elements of scientific agriculture and allied arts and industries; and every farmer's girl, a good knowledge of the arts and sciences of home-keeping and household management.

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The Spearfish Normal School has always earnestly desired to prepare teachers for the industrial work that should be done, and certainly will soon be done, in the rural schools. But the legislature has never provided it with the necessary equipment, nor with funds for the proper maintenance of this line of work. Next to funds for running expenses, the most pressing immediate need of the school is a \$75,000 building for industrial and physical training. It has succeeded, however, at little cost to the state, in securing 80 acres of irrigated land worth fully \$25,000.

The greatest problem that confronts the American people at the present time is that of providing good teachers for all the schools. In its declaration of principles the National Education Association says:

"The National Education Association notes with approval that the qualifications demanded of teachers in the public schools, and especially in the city public schools, are increasing annually, and particularly in many localities special preparations are demanded of teachers. The idea that anyone with a fair education can teach school is gradually giving way to the correct notion that teachers make special preparation for the vocation of teaching."

We cannot have better schools unless we have better teachers. Fine schoolhouses, good libraries, complicated apparatus are admirable. But unless behind this educational machinery are real teachers, there will result no better schools than the present average country school. The more we load ourselves down with appliances, the more plainly it appears that the prime requisite is the trained teacher. Upon his or her personal fitness rests the future of this country.

The countries named above have all solved the problem of providing trained teachers for their schools. France, for example, supports with public funds about 200 state training schools for teachers, selects with care the young men and women to fill them as students, pays the board, cost of room, books, and instruction of these students, while taking the course, provides them with schools at good salaries as long as they teach, and when they retire

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from active service gives them a pension sufficient for their support. Every teacher in the realm is a trained teacher. Teaching is in the fullest sense a profession.

How different the practice in this country. About one-fourth of the teachers are new each year. Many of them have scarcely more than an eighth grade education. Some have had a partial course or even a full course in a high school. Very few have made any special preparation for their important work. Some of the untrained teachers become good teachers if they continue in the work a few years, but their efficiency is gained at the expense of the pupils taught in their first schools.

If the waste that results from the placing of ill-prepared teachers in our schools could be represented in dollars and cents, the aggregate would be appalling. The enormity of this evil is being more and more fully realized as the years go by, and state normal schools are being appreciated and supported as never before. In the last five years the amount of money expended upon them in the United States has more than doubled, and only a beginning has yet been made.

REQUIREMENTS FOR ADMISSION AND FOR ADVANCED STANDING

All applicants for admission should bring with them, if possible, credits in detail, signed by teachers, for what they have done in other schools. These are filed with the faculty and recorded.

Candidates who present satisfactory evidence of having finished the work of the eighth grade are admitted to the lowest class without examination. If sixteen years of age, or older, they may take the Elementary Course, leading in two years, to a second grade certificate; otherwise they must choose a different course.

Graduates of approved high schools, having four-year courses, are classified as Juniors without examination, but like all other applicants, should present credentials in detail.

Other applicants are classified as high as the credit they bring from other schools will permit, but when with-

out credits, examinations are given in arithmetic, grammar, and geography, as tests in these subjects give a very correct idea of one's training and scholarship. All classifications are temporary.

It is not intended that a student shall do over again in this school work that has been reasonably well done elsewhere. On the other hand, credits at first accepted become worthless when it is found that the student presenting them did not properly do the work.

Anyone asking credit for more time in any subject than is given to it in our course of study must show to the satisfaction of the head of that department that he has done enough additional work to entitle him to the additional time.

TEACHERS' CERTIFICATES.

A new law relating to the granting of teachers' certificates went into effect in South Dakota July 1, 1911. It is very favorable to normal schools.

Heretofore nearly all teachers' certificates, except those granted to graduates of normal schools, were obtainable only through examinations conducted under the direction of the state educational department, but under the new law the state superintendent of public instruction may issue any grade or kind of certificate known to the laws of the state to normal school students of prescribed age and attainments without examination. There are five varieties of these certificates to which state normal school students are eligible. They are in detail as follows:

1. A second grade certificate to any normal school student who has completed a course of two years above the eighth grade, including in it the subjects specified in the law for this grade of certificate. This corresponds very nearly to the completion of the C class course of past years. This certificate is good for two years throughout the state, but requires the endorsement of the county superintendent of the county in which it is used.

2. A first grade certificate, good throughout the state for three years in all schools, except the high schools, to students completing a course of four years above the eighth grade, including all the subjects specified by law for a

first grade certificate. This corresponds closely to the completion of the junior class course of former years.

3. A five-year state certificate, good throughout the state in all grades of schools and accepted in several other states, to students completing a course two years above a four-year high school course, including the subjects specified by law for this grade of certificate. This corresponds to the completion of the present six-year course. Students completing this course are regular graduates of the school.

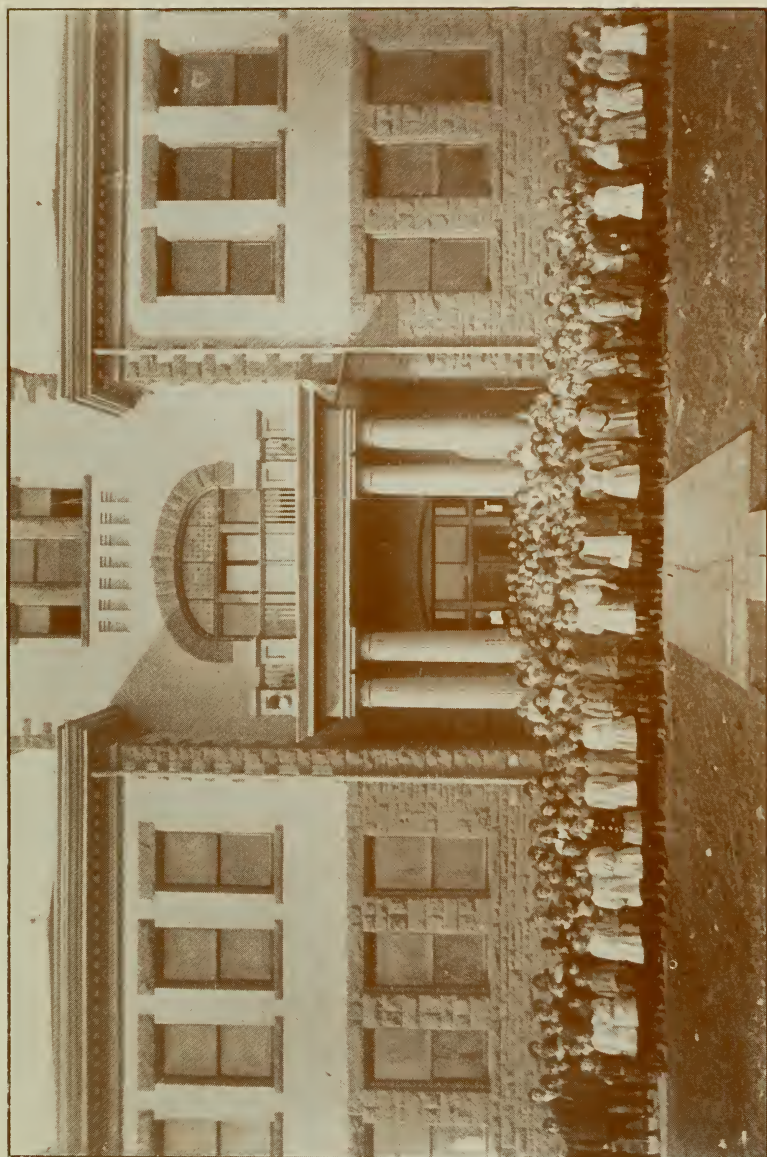
4 and 5. Graduates of the school who have never taught, except in the training department, instead of receiving the five-year certificate, get what is known as a two-year provisional certificate on graduation. This is good anywhere in the state in every kind of school, and after eighteen months of successful teaching is exchangeable for the five-year certificate, and after forty months of successful teaching for a life certificate. Graduates who have already taught eighteen months get the five year certificate on graduation, and those who have taught forty months get the life certificate.

In connection with the foregoing the fact should be noted that under the laws of South Dakota no one is entitled to a teachers' certificate of any kind until he is eighteen years of age.

It would seem that all prospective teachers in this state and all teachers who are ambitious to fit themselves more thoroughly for their work and obtain a higher grade of certificate than they now have would welcome this new law with enthusiasm, as it invites to a natural and inexpensive method of entering the teachers' profession or of making substantial advancement in it, without the expense and annoyance of attendance upon county examinations. Progressive educators will look upon this new method of obtaining teachers' certificates with favor, and will do what they can to encourage it.

SUBJECTS REQUIRED BY LAW FOR TEACHERS' CERTIFICATES

Normal school candidates for teachers' certificates from the superintendent of public instruction must have credits in the following required subjects:



Training School



Sewing Room, Training School



A Girls' Class in Manual Training

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For Second Grade Certificate: Orthography, reading, writing, arithmetic, physiology and hygiene with special reference to the effect of alcoholic drinks and narcotics upon the human system, geography, English grammar, composition, history of the United States, civil government, South Dakota history, didactics, and drawing. The professional instruction for this grade of certificates must equal one class hour weekly for two years.

For First Grade Certificate: The same as for a second grade and physical geography, American literature, and current events in addition. The professional instruction for this grade of certificate must equal one class hour daily for two years.

For Five-Year and for Life Certificate: All the foregoing and in addition physics, algebra, geometry, and general history, all of the pre-college grade; and English language, rhetoric, English and American literature, either economics or sociology, and any two of botany, zoology, physiology, physics, chemistry, geology and mineralogy, astronomy, algebra, trigonometry, Latin, and German, all of the college grade, and pedagogy. The professional work must equal at least one class period daily for two years, and must include method, psychology, and history of education.

EXPENSES

Expenses are as light as in any school in South Dakota.

Students in the normal department pay a tuition fee of \$3 and an incidental fee of \$3 per term. These fees are not returnable when student leaves before the close of a term.

All text-books are furnished students; also paper for written examinations, paper, pens, and penholders for penmanship, and drawing books. Students are required to keep themselves supplied with all other needed books and stationery, including blank books for bookkeeping, which cost about \$1.25 for the course.

A charge of \$2.00 per semester is made for the use of text-books. In addition to this each student deposits \$1.00 per semester as a guarantee that text-books loaned will be returned at the proper time and in reasonably good condi-

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tion. The deposit is returned when the conditions are fulfilled.

Each student pays an athletic fee of \$1.00 per semester.

Students taking manual training or domestic science pay the cost of materials used.

A breakage deposit of \$1 is required of each student when he enters the chemistry class. Excess above breakage is refunded at the close of the term.

Fees must be paid strictly in advance for a full term. No one is entitled to admission to the school till this is done. No reduction for a part of a term can be made.

Board can be obtained in private families at from \$3 to \$4 per week. Unfurnished rooms rent for from \$1 to \$3 per month; furnished rooms, large enough for two persons, for from \$4 to \$6 per month, including fuel and lights. Boarding places and rooms are plentiful.

For further information about cost of rooms and board see "Young Women's Hall."

Many letters are received from prospective students asking for places to work for their board. The number of such places is very limited, and they cannot be given to new students.

YOUNG WOMEN'S HALL

The completion of the beautiful and commodious Young Women's Hall, which has now been used for ten years, with the greatest satisfaction to all concerned, is the most important event in the history of the school since the erection of the main school building in 1887. This building reduces the cost of a course in the school more than one-third, and furnishes a delightful and healthful home for a large number of students.

A good idea of the size of the building can be obtained from the cut in this catalog. It is of stone, 102x62 feet, and three stories high, besides the basement and attic which practically add two more stories.

The students' rooms are, with a few exceptions, in suites, each suite consisting of a sleeping room and a study connected by an archway. The rooms vary in size but average about twelve feet square. Each suite has the following furniture, all of extra quality: An iron bedstead,

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or a sanitary couch, springs, mattresses, pillows, dresser, washstand, bowl and pitcher, water pitcher and glasses, wardrobe, study table, four chairs, bookcase, portiere for the archway, and a Brussels rug for the study.

The rooms are all steam heated and electric lighted. Each room or suite of rooms is to be occupied by two students. All the rooms in the building are outside rooms. There is a toilet room and a bathroom, with hot and cold water, on every floor.

Each occupant is required to bring bedding, consisting of two pairs of blankets or two comforts (blankets are preferable) three sheets, two pairs of pillow cases, (pillow cases should be large enough to fit 20 inch pillows), a pad to cover the mattress, towels, a clothes bag, and a napkin ring.

It is required that every article which is sent to the laundry be distinctly and indelibly marked with the owner's name. Each young lady should be provided with a mackintosh or storm coat, leggins, overshoes, rubbers, and umbrella.

The charge per student for room furnished, heated, and lighted as described, varies according to size and location, from \$12 to \$25 per year. These charges are payable in September for the entire year. A student occupying a room one term or more, but not a full school year, is charged from \$2.50 to \$3.50 per month; one occupying a room less than one term is charged from \$3 to \$4 per month. No reduction is made for vacation.

In addition to the foregoing, each student forwards \$2 with her application for a room. This is known as the "pledge," and is retained as a fee to be used in maintaining kitchen, table, and other furniture. If a person engaging a room fails for any reason to occupy it, the "pledge" is thereby forfeited.

Occupants of rooms are required to pay 20 cents per night per person for lodging friends whom they entertain. It will be the aim to rent all dormitory rooms to persons who will attend school the entire year, and it is understood and agreed that every applicant, unless she specifies otherwise, will occupy a room and take meals in the dormitory during the entire school year, not leaving before

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Thursday of Commencement Week. Applications from others will be filed, and they will be assigned rooms if there are more than are wanted for the year.

No rent will be refunded to any person failing to keep her contract to occupy a room and take meals at the dormitory during the entire school year.

Students are expected to keep their rooms clean and in order, ready for inspection at any time.

Table board is furnished to students of both sexes for \$3.00 per week. For meals served in rooms, 10 cents extra per meal is charged. Transients and those taking only part of their meals at the Hall pay 20 cents per meal, and all boarders pay 20 cents per meal for relatives and friends taking meals with them. No reduction can be made for absences of less than one week. Bills are payable monthly in advance. When not paid in advance, \$3.25 per week will be charged for meals.

Flat washing, limited to six pieces per week per student, will be done free for each occupant of a dormitory room. No washing other than this will be done for students. Boarders cannot be permitted to do washing in the laundry nor in any dormitory rooms.

Gasoline or chafing dishes are not allowed in the building.

The cost of living in the hall and attending school for one year aside from laundry is about as follows:

Meals 38 weeks, at \$3.00.....	\$114.00
Room, furnished except bedding and towels, light- ed and heated, average cost	18.00
Pledge	2.00
Books, tuition, and incidental fees	16.00
Incidentals (note books, etc.)	5.00
Membership fees for Athletic Association	2.00
Total	\$157.00

For further information and for rooms address the president.

FEES PAYABLE ON ENTERING SCHOOL

The first day of each semester each student pays \$3 tuition, \$3 incidental fee, \$3 for rental of text books and guarantee, and \$1.00 athletic dues, making a total of \$10. The \$10 is paid to the librarian. All the foregoing dues and fees are payable in advance for one semester. Room rentals, which vary, as explained in another place, from \$12 to \$25 per year, must be paid for the year in advance. Meals are \$12 per month of four weeks, which must be paid monthly in advance each fourth Friday beginning with the first Friday of the semester. The dormitory fees are paid at the dormitory the first Friday of the semester.

A summary of the foregoing shows that, a young lady having a highest priced dormitory room, would pay approximately \$47 on entering school in September. The sum payable by the same student the first day of the second half of the year, February 4, would be only \$21.00.

BUILDING IMPROVEMENTS

The Legislature of 1907 appropriated \$50,000 for the completion of the main building, and \$5,000 for the completion of the dormitory. This has enabled the school to take a long step in advance.

The training school was moved from the dormitory to Science Hall, now known as the Training School Building, in September, 1907, where for the first time in the history of the school it had ample room and every convenience. The dormitory rooms previously used by the training school, and portions of the fourth story of the dormitory have been changed into students' rooms. This has added fifteen very pleasant students' rooms to the dormitory. The dormitory gymnasium has been enlarged and thoroughly remodeled, and is now a beautiful and very useful room.

The \$50,000 extension of the main building has now been in use two years. Among the new features are a library and study room 55 by 70 feet, an assembly hall that will seat 600 persons, a domestic science plant of several rooms, a manual training department, chemical, physical, and biological laboratories, an art studio, a business training department, a museum, and several class rooms. The first floor

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hall is 240 feet long. The Legislature of 1911 appropriated \$30,000 for an addition to Women's Hall. This improvement will be made this summer (summer of 1912.)

Other improvements to be made during the summer are the finishing of a large additional room for manual training, a dining room for the domestic science department, two beautiful rooms for sewing, and several small rooms for piano practice.

DISCIPLINE

The discipline of the schools is made as simple as possible. Students are expected to govern themselves; to do, without compulsion, what is required, and to refrain voluntarily from all improprieties of conduct. Those who are unwilling to conform cheerfully to the known wishes of the faculty are presumed to be unfit to become teachers. The work of reforming bad boys and girls is a most important one, but it cannot be undertaken in a state normal school. If parents or guardians make the mistake of sending such persons here, it will be necessary to drop them from school as soon as their character becomes known.

General Regulations

1. The use of tobacco by students in any normal school building or on the school grounds is forbidden.

2. During the terms of school no student shall attend any dance except by permission of the president, or of some person authorized to act for him.

3. No student shall discontinue a study or take a new study except for good cause, of which the teacher of the subject, the Registrar, and the President shall be the judges.

4. Tardiness and absence from school or from classes will not be tolerated, except for unavoidable causes. All cases of absence and tardiness must be explained to the vice-president of the school on the following day, or as soon thereafter as the student returns, and reasons for absence written upon a special form to be filed at the office.

5. Students leaving school without being regularly excused by the president will be considered suspended.

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The deposit of \$1 made as a guarantee that text-books loaned will be returned will not be refunded unless the student returns the books in person immediately upon withdrawal from school.

6. Student success calls for systematic and careful study of the lessons assigned. For that purpose, it is expected that all vacant periods of the school day and the hours of the evening from 7:30 to 10:00 p. m. will be thus faithfully employed. Success is impossible unless this kind of discipline is earnestly and sincerely maintained.

7. Students should mark plainly books, wraps, hats, caps, overshoes, umbrellas, etc., so that they may be identified. These should not be left in the halls or cloakrooms on the supposition that the school is responsible. Due diligence will be used to protect property, but there can be no responsibility.

8. The city residence of every student is required at the office. In case any change is made, it should be reported at once to the president. Students should avoid making changes in residence except for good reasons.

9. Every case of sickness should be reported promptly to teachers and also to the office, giving information as to the physician in charge.

10. All school parties and student functions of a social nature must have the endorsement and be under the supervision of the faculty committee on social life; all literary or musical entertainments by students must in the same way be under the general control of the faculty committee on entertainment and commencement.

LIBRARY

Students in this school have special advantages in the way of the library which few schools in the Middle West can supply.

The library is located in a room 55x70 feet on the second floor of the main building, easily accessible from the assembly room and class rooms. Well lighted, ventilated, and heated, and equipped with artistic Library Bureau furniture, the library provides a comfortable and attractive environment for readers.

Students in all departments are entitled to the free use of the library, which is open thruout the year every school day from 7:45 a. m. to 6 p. m. Shelves are open to all, and no restrictions are placed upon the use of books, except such as are necessary to give all users of the library an equal opportunity and provide for a reasonable care of the books. Each student may take two books at a time and keep them two weeks. Unless the book has been asked for by another reader, it may be renewed for an additional two weeks. Books required by instructors for class use cannot be taken from the library until 5 p. m., and must be returned before 8:45 a. m. on the following day.

The library is a general one containing 15,000 volumes, of which 7,000 are reference books, 6,000 texts, 1,000 government documents, and 1,000 bound periodicals. Books in all departments of study are to be found, but the library is particularly strong in literature, economics, history, natural science, psychology, and education. Among the more valuable reference books are the following: Encyclopedias,—New International, Britannica, Americana, Universal; Dictionaries,—Webster's New International, Standard, Century; Encyclopedias of particular subjects as, literature, education, agriculture, horticulture, music, painting.

The library subscribes regularly for one hundred leading periodicals, including all the best educational journals. It also receives copies of most of the newspapers of the Black Hills. As volumes of the leading magazines are completed, they are bound and placed on the shelves for reference. The library's collection of bound periodicals is almost complete from 1890 on. Poole's Index and the Readers' Guide facilitate the use of the magazines.

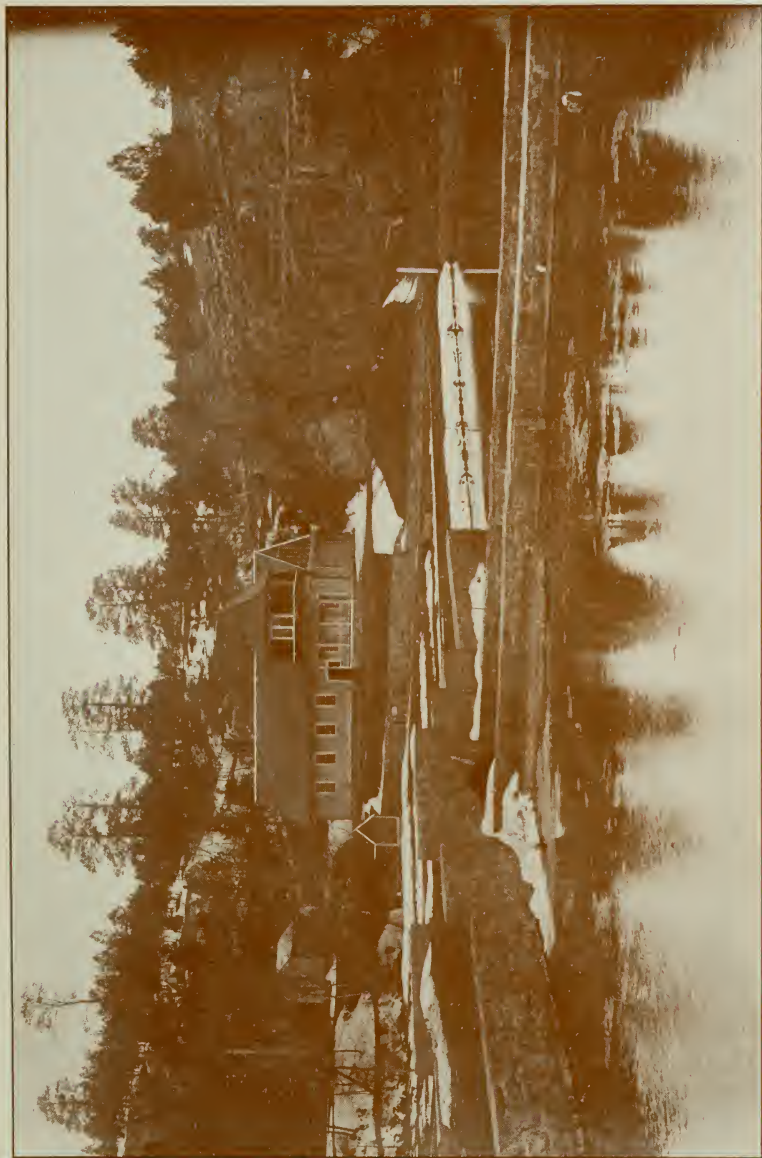
The library is in charge of a trained librarian who, with an assistant, is ready to help students in every possible way to make the fullest use of it.

DEBATING AND PUBLIC SPEAKING

Including the Y. W. C. A., the school now has five prosperous and wide awake societies designed to promote literary, social, and moral improvement. Much attention is given to public speaking and parliamentary law. An annual declamatory contest, in which all the schools of the



Scene in Spearfish Canyon



Government Fish Hatchery, Spearfish



Scene in Spearfish Canyon

Black Hills are invited to participate, is a part of the program. The members take deep interest in these organizations, and it is doubtful if any line of work in the school has been more stimulating to healthy growth than this. It is very popular, especially with the better class of students. Its effect has been noticeable in widening the outlook of students, and in cultivating a deep interest in the public questions and problems of the day.

COMMERCIAL COURSE

The school now offers a strong commercial course of one year beginning with the third year above the eighth grade. There is necessarily in the other courses of the school much work that is often described as commercial, such, for example, as commercial geography, business arithmetic, penmanship, spelling, and typewriting. The commercial subjects of the other courses together with those of the commercial course proper include everything essential that is taught in commercial colleges, and the normal school makes no charge for any of this work. The teachers who teach these subjects are experts, and the equipment is very complete. Burroughs adding machines, Underwood typewriters with the latest improvements, Edison Mimeographs, and the best of everything is provided. The Munson system of shorthand it taught.

The purpose of the commercial course is to prepare teachers to teach commercial subjects. Students taking this work can go on and graduate in the same time that other students complete courses, and obtain, like them, life or other grades of teachers' certificates. Students completing the commercial course are also given certificates of proficiency in commercial work.

See subsequent pages for full particulars about the work.

THE "ANEMONE"

The "Anemone" is a monthly magazine published by a board of editors chosen from the school. Contributions to its pages are solicited from under graduates, faculty, and alumni. Its contents are largely contributed by the students, and its business management rests in their hands,

S T A T E N O R M A L S C H O O L

affording excellent opportunities for training in journalism and the conduct of business. In addition to this it aims to serve its subscribers with reading matter of value, and to be a medium of thought exchange between students, faculty, and ulumni.

PHYSICAL EDUCATION

Believing that health of the body is as important as health of mind, and that the latter is impossible without the former, extraordinary efforts have been made to provide facilities for physical training. For outdoor work there is an enclosed athletic field, with a half mile track, and baseball, football, and golf grounds, and tennis courts.

The wing of the cottage, 14 by 40 feet, has been fitted up for a boys' dressing room, with a lavatory, hot and cold shower baths, and individual lockers. These will be satisfactory quarters for the boys that are interested in athletics. The girls' gymnasium in the dormitory has been enlarged and finished in the most thoro manner with maple floors, steel ceilings, and sky lights.

Dr. Lyle Hare and Eugene Hager, who have been prominent factors in the athletics of South Dakota, have been engaged as athletic directors for the ensuing school year.

A first-rate supervisor of physical training for girls has been employed for next year in the person of Miss Olive Olander who has been physical director for girls, and teacher of elocution and public speaking for several years past in Iowa.

SCHOOL OF MUSIC

Announcement for 1812-1913

Although a successful school of music has been conducted in the past, with the beginning of the new year the work will be systematically organized and established upon modern conservatory lines.

The school has been especially fortunate in securing the services of two highly cultured and eminently successful teachers, Professor Edward S. Luce and Mrs. Elizabeth E. Luce. Professor Luce is a graduate of the school of music of the Vermont Methodist college, also a graduate of the

famous New England conservatory of music of Boston, Mass., and in addition has taken post graduate work at the Northwestern University, school of music of Chicago.

Prof. Luce is an indefatigable worker and since his graduation has studied every year or two, with some of the finest teachers in the country. Among these may be mentioned Ferdinand Dewey of Boston, the famous pianist and composer. Dr. P. C. Lutkin, dean of the school of music of Northwestern University. Also voice culture with Wm. Knapp of the Northwestern University and Arthur Beresford, the celebrated English singer and teacher in the Sherwood school of music. In addition to this Prof. Luce has attended several sessions of the American Institute of Normal Methods in Chicago. This school is especially noted for training music teachers in normal methods and is ranked the best in the country.

Prof. Luce has been at the head of schools of music of several of the leading colleges and has been remarkably successful in building up large departments. He was for several years director of music at Parsons College, Iowa, two years and a half at the Montana State Normal School, and for the past four years at Doane College, Nebraska. In these institutions he has been conspicuously successful and in every instance has doubled and tripled the enrollment and planned the work upon the highest plane.

Mrs. Elizabeth E. Luce is a graduate of the Van Vert Ohio high school, Oxford College, Ohio and also graduated at the New England Conservatory of Music. Since graduating, Mrs. Luce has also studied with several celebrated teachers from time to time among whom may be mentioned: A. J. Gantvoort of Cincinnati, Carlisle Petersilea of Los Angeles, and Arthur Beresford.

As a musician, Prof. Luce makes a specialty of piano and pipe organ, is a fine concert pianist and organist, and is also especially strong as a conductor of choruses, glee clubs, bands and orchestras, etc. He has given public performances of many of the great oratories, besides giving concerts with various other musical organizations.

THE SYSTEM OF REPORTS TO PARENTS AND CREDIT FOR QUALITY

Believing that great good comes from keeping parents as well as pupils informed regularly about the standard of work being done in school, reports are sent to parents every five weeks. The grade being obtained in each subject is not specified on the report, but any work which falls below passing for the period is recorded on the report as a failure, and the cause assigned by the teacher. A pupil who has no failures is given a postal card headed "Notice of Satisfactory Work." If however enough of the instructors designate his work as having been of "Honor Standing" during the period to make a total of sixteen credit hours if carried through the semester, the postal above mentioned is stamped "With Honor" before being sent to parents. The cards are then called "Honor Cards."

THE TRAINING SCHOOL

Before receiving a certificate of graduation from the normal school each student is required to teach in the training school an hour per day for one full year. Here is afforded an opportunity to put into practice under careful supervision the theories advanced in psychology and in the various methods classes. As far as possible, the school is made a model one in curriculum, instruction, management, and discipline.

The training school comprises the regular eight grades with half year divisions in each. A splendid building of brick and stone in which there are thirteen recitation rooms, a room for geography and nature study work, a sewing room, and a large gymnasium is given up to the exclusive use of the training school. The equipment is first class and four critic teachers give their entire time to supervising the work. A high grade of efficiency is reached by those who attend the school throughout the grades, and only boys and girls of good moral habits are enrolled.

Tuition is free in all the grades. Text-books and nearly all material used in the school such as drawing paper, drawing pencils, modeling clay, raphia, weaving mats,

S P E A R F I S H , S O U T H D A K O T A

water colors, charcoal pencils, etc., are supplied by the school at a rental just sufficient to pay cost. For the year 1912-1913, the rental will be as follows: Grades 1 and 2, \$1.25 per semester; grades 3 and 4, \$1.50 per semester; grades 5 and 6, \$1.75 per semester; and grades 7 and 8, \$2.00 per semester. All rentals are payable in advance.

Those who prefer to do so may supply their own material and avoid the payment of the above fee.

Parents who desire to have their children attend the training school are urged to make application early to the superintendent, Miss Jane L. McGrath. Those applying first will be given the places in case there is not room for all. The enrollment in this department has been about 200, but the names are not published.

GENERAL REMARKS.

It is hoped that county superintendents, city superintendents, and other friends of education may advise those who are earnestly striving to become teachers to enter this school. It may also in all kindness be suggested that none be recommended who are not physically, mentally, and morally fitted to enter the profession.

It would please the management of the Normal School if school superintendents of the Black Hills, at least, would visit the institution often enough to judge of its merits. It is believed that should they do this, they would feel that it is entitled to their heartiest aid, and that they could best serve the cause by sending students here, and by giving Normal School graduates some of the positions as teachers in their schools.

Visiting superintendents and teachers are always welcome. Teachers desiring to study a few days or weeks in the school are permitted to take selected work under the advice of the faculty.

Courses of Study

 THE passage by the Legislature of 1911 of the new educational law relating to the granting of teachers' certificates to normal school students necessitates some changes in the courses of study for the normal schools of the state. The main features of this law are described on a preceding page under the heading "Teachers' Certificates."

At a recent conference of the President of the State Regents of Education, the State Superintendent of Public Instruction, and the Presidents of the four South Dakota normal schools, held for the purpose of considering courses of study for these schools, it was agreed that the law could best be carried into effect by adopting three main courses for each of the normal schools, an elementary course leading to a second grade certificate, an intermediate course leading to a first grade certificate, and a higher course leading to a five-year and to a life certificate.

At a meeting held subsequently the Regents of Education indorsed this plan, adopted three courses of study for each school in keeping with it, authorized each school to frame and use a one year commercial course, and adopted for each school a long list of electives not in the four courses of study.

By a selection of subjects from the list of electives and the four courses of study almost any kind of a course of study desired by any students may be framed. Considerable latitude will be allowed in choosing electives, especially by those wishing to take several years of Latin, German, or French. Students will, however, be expected to choose well balanced courses, and those subjects only which they are prepared to take profitably and successfully.

The Elementary Course

This course has been prepared with great care to meet the requirements of the second grade certificates. It is believed to contain just those subjects and all those sub-

jects in which great proficiency should be sought by the rural school teacher and by the grade teacher, subjects needed as well as a foundation by teachers in higher schools. It may not be amiss to call attention also to the fact that this is a most admirable business course. No commercial college has a better one. Unless students completing their course are eighteen years old the Superintendent of Public Instruction cannot give them teachers' certificates, hence students under sixteen will not be permitted to register for the course. All students under the required age should enroll in the Intermediate Course instead. Students proficient in required subjects may take examination in them and, if they pass, elect others in their places. Students may elect agriculture and manual training instead of domestic chemistry and domestic science.

All credits acquired in securing this certificate will count toward securing any higher certificate and toward graduation, so that those taking this course will not lose a day in doing so, if they desire to continue in school longer.

The law of the state specifies certain required subjects for this certificate and also for each of the higher certificates. The list for each certificate is given on a preceding page under the heading, "Required Subjects."

The Intermediate Course

This course, like the Elementary Course, begins with the ninth grade. Those who are not sixteen years of age, and all students who can remain in school long enough to secure a first-grade certificate should choose this course rather than the preceding. Students are classified as far along in the course as the credits they present and the examinations they are willing to take will permit. Also any electives, at the discretion of the registrar, may be substituted in this or other courses for any subject not required by law for the certificate sought.

All credits acquired in securing the first-grade certificate will count toward securing any higher certificate and toward graduation, so that no time will be lost by those deciding later to take the higher course.

The Higher Course

This course begins two years above the eighth grade in the middle of the Intermediate Course. It leads to a life certificate, and may lead, with a proper choice of electives, to admission into the Junior Year of the best colleges. It is quite possible in this course to specialize in anyone of a dozen or more different lines, as in primary work, industrial work, commercial work, supervisory work, etc. The course is designed to prepare those taking it for very strong grade work, supervision of grade work, principalship of village or consolidated rural schools, the county superintendency, primary work, high school work, etc. Students are encouraged to specialize in directions in which they have strong interest and natural aptitude.

Four-year high school graduates complete this course in two years. The last two years of the work is what they will generally need, but sometimes it may be necessary for them to pick up required subjects in earlier years of the course. For work in the last two years which they have already had, they can substitute specialties or anything that seems most profitable.

The Advanced Course has great possibilities in it, and is the course that every student should aim ultimately, at least, to get. The purpose of the course and of all the work of the normal school is to prepare teachers for their great work. This is never lost sight of, but there is scarcely anything that anyone would want or could get in any school between the kindergarten and the junior year in college but is admirably taught in this school.

Two hundred forty (240) semester hours are required for graduation. One semester hour represents the work of one hour's prepared work per week running thru one semester. Thus, a subject that recites three hours a week gives the student at the end of the semester three hours; one reciting every day in the week gives him five hours. Laboratory work, and such subjects as music, drawing, etc., that require no outside preparation, count only half time. To complete the course in six years, the student should take, as a minimum, twenty hours per semester.



Normal Orchestra



Girls' Basket-Ball Group



Choral Society

Promotions

New classes are started in nearly every subject at the opening of each semester. This plan has little or no effect upon students of average ability entering school in the fall, but it is a great help to bright students and to dull students, to those needing only brief reviews in some subjects, and to those entering school in the middle of the year.

Outlines of the Courses of Study*

ELEMENTARY COURSE (2 Years)

Second Grade Certificate. Admission Requirements, 8th grade completed, age 16.

First Year

First Semester	Second Semester
Industrial Chemistry 5	Rural Bookkeeping 5
Nature Study 5	Agriculture 5
Home Economics or. } 5	Home Economics or. } 5
Manual Training .. } 5	Manual Training .. } 5
<i>Grammar, Literature, and</i>	<i>Grammar, Literature, and</i>
<i>Composition</i> 5	<i>Composition</i> 5
<i>Music and Drawing</i> 2	<i>Music and Drawing</i> 2

Second Year

<i>Arithmetic for Rural Schools</i> 5	<i>Civics and S. Dak. History</i> 5
<i>Geography</i> 5	<i>Physiology and Sanitation</i> ...5
<i>American History</i> 5	<i>Elementary Pedagogy and</i>
<i>Physiology</i> 5	<i>Teaching</i> 5
<i>Music and Drawing</i> 1	<i>American Literature and</i>
<i>Penmanship and Reading</i> ...4	<i>Library Science</i> 5
	<i>Music, Drawing, and Spelling</i> 5

*The figures mean credit hours (semester hours). One credit is given for each hour of prepared work per week running thru one semester, or for two hours of work, like laboratory work, music, drawing, etc., that does not require preparation. It follows from this that "Music.....1" above means two hours of recitation per week in music.

The italicized subjects in each course are required by law for the certificate granted for that course. Electives are enclosed in braces.

Outlines of the Courses of Study

INTERMEDIATE COURSE (4 Years)

First Grade Certificate. Admission Requirements, 8th Grade completed.

First Year

First Semester

Algebra I	5
<i>Grammar, Literature, and Composition</i>	5
Greek History	5
Industrial Work	} 5
Latin	
Commercial Geography	

Second Semester

Algebra II	5
<i>Grammar, Literature, and Composition</i>	5
Roman History	5
Industrial Work	} 5
Latin	
Bookkeeping I	

Second Year

<i>American Literature and Library Science</i>	5
<i>Physical Geography</i>	5
Chemistry	5
<i>Drawing and Music</i>	2
Algebra III	} .5
Caesar	
Advanced Industrial Work	

<i>American Literature and Library Science</i>	5
<i>Advanced Physiology and Hygiene</i>	5
Botany	5
<i>Drawing and Music</i>	5
Mediaeval History.	} 5
Caesar	
Advanced Chemistry	
Advanced Industrial Work	

Third Year

Rhetoric and Composition...	5
English History	5
Geometry	4
<i>Drawing and Music</i>	2
Cicero	} 5
German I	
Zoology	

Rhetoric and Composition...	5
<i>American History</i>	5
Geometry	4
<i>Drawing and Music</i>	2
Cicero	} 5
German II	
Astronomy	

Fourth Year

<i>Arithmetic Review, with Methods</i>	5
<i>Civics</i>	5
<i>Method in Music, Drawing, Penmanship, Reading, and Primary Industrial work.</i>	5
<i>Educational Psychology and Methodology</i>	5

<i>Geography Review, with Methods</i>	5
<i>Method in English</i>	5
<i>Method in Music, Drawing, Spelling, Reading, and Primary Industrial Work.</i>	5
<i>Educational Psychology, Didactics, and Teaching</i>	5

Outlines of the Courses of Study

ADVANCED COURSE (4 Years)

Life Certificate. Admission Requirements, two years above the 8th Grade.

Prerequisites: First two years of Intermediate Course with Algebra I and II, and Greek and Roman History required.

Third Year

First Semester		Second Semester	
<i>Rhetoric and Composition</i> ...	5	<i>Rhetoric and Composition</i> ...	5
<i>English History</i>	5	<i>American History</i>	5
<i>Geometry</i>	4	<i>Geometry</i>	4
<i>Drawing and Music</i>	2	<i>Drawing and Music</i>	2
Cicero	} 5	Cicero	} 5
German I		German II	
Zoology		Astronomy	

Fourth Year

<i>English Literature and Debate</i>	5	<i>English Literature and Debate</i>	5
<i>Physics</i>	6	<i>Physics</i>	6
Virgil	} 10	Political Economy	5
German III.....		Virgil	} 5
Geology		German IV	
French		French	
Solid Geometry ...		Trigonometry	
College Algebra ...			

Fifth Year

<i>Arithmetic Review, with Methods</i>	5	<i>Geography Review, with Methods</i>	5
<i>Civics</i>	5	<i>Method in English</i>	5
<i>Method in Music, Drawing, Penmanship, Reading, and Primary Industrial Work</i> ..	5	<i>Method in Music, Drawing, Spelling, Reading, and Primary Industrial Work</i> ..	5
<i>Educational Psychology and Methodology</i>	5	<i>Educational Psychology, Didactics, and Teaching</i>	5

Sixth Year

<i>Teaching and Seminar</i>	7	<i>Teaching and Seminar</i>	7
<i>History of Education</i>	4	<i>History of Education</i>	4
Advanced Psychology..	} 10	Advanced Psychology..	} 10
Analytic Geometry....		Analytic Geometry....	
Advanced English.....		Advanced English.....	
Modern History.....		Modern History.....	
Any elective or required subject of previous years		Any elective or required subject of previous years	

Outlines of the Courses of Study

COMMERCIAL COURSE (1 Year)

A student must have credits in the following studies before he can classify for this one year commercial course.

Elementary Bookkeeping and Accountancy. Arithmetic Review English, 2 years. Commercial Geography Civics of U. S. and S. Dak.	Spelling, 2 semesters. Business Typewriting. Business Typewriting and Dictation.
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First Semester

Wholesale Bookkeeping and Accountancy or Short- hand Theory	10
Commercial Arithmetic ...	5
Penmanship	3
Rhetoric and Composition	4
Advanced Business Type- writing	2

Second Semester

Corporation Bookkeeping and Banking or Short- hand Speed and Busi- ness English.....	10
Commercial Law	4
Rhetoric and Composition	4
Penmanship or Shorthand, Typewriting and Office Practice	3

DAILY PROGRAM, FIRST SEMESTER, 1912-1913

Time	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year	Electives
8:00	English I, Sec. I	Chemistry Sec. I Physical Geog., Sec. I Latin III	Music III, 2, 4 Drawing III, Sec. I Physics, Sec. I Commercial Arith.	English VII, 1, 2, 3 Debate, 4, 5 Physics, Sec. I Shorthand II			Analytic Geom.
8:45	Manual Training, Sec. I Domestic Sci. I, Sec. I, 2, 4 Dom. Arts I, Sec. I, 1, 3, 5 Greek History	Music I, Sec. I, 2, 4 Drawing I, Sec. I, 1, 3	Mechanical Drawing 1, 2, 3, 4	Drawing V, 5	Junior Psychology		Biology Anglo-Saxon Mechanical Drawing German V
9:30	Manual Training, Sec. I Domestic Sci., Sec. I, 2, 4 Dom. Arts I, Sec. I, 1, 3, 5 Roman History Algebra I, Sec. I	English III, Sec. I, 1, 2, 4, 5 Music II, 2, 4 Reading, 5 Literary Science, 3	English V, 2, 3, 4 Elocution 1, 1, 5	Arithmetic Methods			
10:15	CHAPEL, 1, 3, 5 Algebra I, Sec. II Bookkeeping I, Sec. II	SPELL Chemistry, Sec. II Drawing I, Sec. III, 1, 3 Algebra III, 1, 2, 3, 4 Physical Geog., Sec. II	ING, 2, 4 Latin V	ADVANCED German III Drawing V, 5	CHORUS, 2, 4		
10:45	Manual Training, Sec. II Dom. Science I, Sec. II, 2, 4 Dom. Arts I, Sec. II, 1, 3, 5 Bookkeeping I	Chemistry, Sec. III English III, Sec. III I, 2, 4, 5 Library Science, 3 American History	Plane Geometry 1, 2, 3, 4 Music IV, 2, 4 Shorthand I	Civics Drawing V, 5	History of Education 1, 2, 3, 4		
11:30	Manual Training, Sec. II Dom. Science I, Sec. II, 2, 4 Dom. Arts I, Sec. II, 1, 3, 5 English II						
12:15	NOON INTERMISSION						
1:30	Elementary Geog. Algebra II English, I, Sec. II Phys. Cul. I, 1, 2, 3, 4	Drawing I, Sec. II, 1, 3 Music I, Sec. II, 2, 4	English History Penmanship I	Drawing V, 5		Advanced Psychology College Algebra	
2:15	Rural Arithmetic Commercial Geography Phys. Cul. I, 1, 2, 3, 4	Bookkeeping II and III	German I Shorthand I	Geology Latin VII Drawing V, 5		College English	
3:00	Latin I Phys. Cul. I, 1, 2, 3, 4.	Bookkeeping II and III English IV, 1, 3, 4, 5 Elementary Psychology	Drawing III, 1, 3 English VI, 2, 3, 4 Elocution II, 1, 5	Physics, Sec. II	Penmanship Meth. 1, 5 Music Meth. 3 Drawing Meth. 4 Seminar 2, 5		French
3:45	Dom. Science Sec. III, 2, 4 Dom. Arts, Sec. III, 1, 3, 5 Physical Culture 2, 4.		Harmony 4				

NOTE:—First Roman numerals represent the number of the course. Second Roman numerals represent the section of the class. Arabic numerals represent the number of the class. When no Arabic numerals appear, the class recites every day. Program for industrial work, physical training.

Time	First Year	Second Year	Third Year	Fourth Year	Fifth Year	Sixth Year	Electives
8:00	Manual Training, Sec. I	Caesar Chemistry I Commercial Law, 1, 2, 3, 4 Shorthand I Elementary Civics	Music IV, 2, 4 Drawing IV, Sec. I, 1, 3	English VIII 1, 2, 3 Debate 4 Elocution IV, 5 Physics, Sec. I			Analytic Geometry
8:45	Manual Training, Sec. I Dom. Science II, Sec. I, 2, 4 Dom. Arts II, Sec. I, 1, 3, 5 English II, Sec. I Greek History Bookkeeping I	Music II, Sec. I, 2, 4 Drawing II, Sec. I, 1, 3 Botany		Drawing VI, 5 Solid Geometry	Junior Psychology		Anglo-Saxon Elective Elocution 1, 3, 5 German VI
9:30	Manual Training, Sec. I Dom. Science II, Sec. I, 2, 4 Dom. Arts II, Sec. I, 1, 3, 5 Roman History Algebra II, Sec. I Rural Bookkeeping	English IV, 1, 2, 4, 5 Mechanical Drawing, 1, 2, 3, 5 Library Science, 3	Music III, 2, 4 English VI, 1, 2, 3 Elocution II, 5	Geography Review			
10:15	Algebra II, Sec. II English I Manual Training, Sec. II Dom. Sci. III, Sec. II, 2, 4 Dom. Arts III, Sec. II, 1, 3, 5	Algebra III, 1, 2, 3, 4 Drawing II, Sec. II, 1, 3	SPELL Cicero Advanced Physiology 2, 3, 4, 5 Hygiene 1	ING, 2, 4 Methods in Eng. Drawing VI, 5 German IV	ADVANCED	CHORUS, 2, 4	French
11:30	Manual Training, Sec. II Dom. Sci. III, Sec. II, 2, 4 Dom. Arts III, Sec. II, 1, 3, 5 Physical Geography	English III, 1, 2, 4, 5 Bookkeeping III	Plane Geom. 1, 2, 3, 4 Shorthand II Music History, 4	Drawing VI, 5	History of Education 1, 2, 3, 4		Advanced Chemistry Sec. I Modern History
12:15	NOON INTERMISSION						
1:30	American History Algebra I English II, Sec. II Dom. Science I, 2, 4 Dom. Arts I, 1, 3, 5 Manual Training, Sec. III Physical Culture II, 1, 3 Penmanship II	Mediaeval Hist., 2, 3, 4, 5 Music II, Sec. I, 2, 4 Drawing II, Sec. III, 1, 3	American History Shorthand II	Drawing VI, 5		Trigonometry	Mathematical Geography
2:15	Domestic Science I, 2, 4 Domestic Arts I, 1, 3, 5 Manual Training Sec. III Physical Culture II, 1, 3 Latin II Phys. Cul. II, 1, 2, 3, 4 Rural Arithmetic Bookkeeping I	Bookkeeping II Music I, 2, 4	German II	Political Economy Virgil Civics Drawing VI, 5		College English	
3:00		Bookkeeping II and III Elementary Pedagogy 2, 3, 4, 5 Methods in Spelling I	Drawing IV Sec. II, 1, 3 English V, 2, 3, 4 Elocution I, 5	Physics, Sec. 2	Seminar, 2, 5 Meth. in Music 3 Meth. in Dr. 4		Advanced Chemistry, Sec. II
3:45	Manual Training	Music, Harmony, 4	Phys. Culture, 1, 3				

NOTE:—First Roman numerals represent the number of the course. Second Roman numerals represent section of the class. Arabic numerals represent the day of the week on which the class recites. Where no Arabic numerals appear, the class recites every day. Program for industrial work, physical training, and typewriting cannot be made until the opening of school.

Description of Courses

COMMERCIAL SUBJECTS.

HE importance of a thorough business education to young men and women of our country can not be overestimated. There is no other kind of knowledge obtained in as short a time which will yield the possessor so large a per cent of profit. A business education is practically a necessity. There is a great call for competent, conscientious business men. Commercial work is growing rapidly in favor in all high schools and even in colleges. In view of these facts and in order to prepare young people for practical business work, we offer a thorough up-to-date business course of one year. We invite young men and young women of ambition and ability to consider this course, visit our school, and convince themselves that we do high grade work.

Elementary Bookkeeping and Accountancy. Intermediate course, first year, second semester. Five hours per week.

The work consists of thoro drills on fundamentals and theory combined with actual practice. The student receives and gives checks, drafts, notes, statements, and bills, and makes deposits. From these commercial papers he makes his entries independently of any other student in the class, and thus gradually develops self-confidence and independence, two valuable assets in business.

Wholesale Bookkeeping and Accountancy. Commercial course, first semester. Ten hours per week.

The transactions of this set and accounts growing out of them are classified according to the principles and rules of modern accountancy. The work is strictly up-to-date. The trading, and profit and loss statements, statements of resources and liabilities, and the other statements, analysis sheets, etc., conform strictly to the established forms of these statements employed by accountants. The ledger closing, the grouping of accounts, the use



Spearfish Falls



Scene in Spearfish Canyon



The Pines, Spearfish Branch

of controlling accounts, the analysis of accounts, the preparation of various supplementary and supporting statements are given special attention, and thoroly treated. The work illustrates the partnership business, using the Cash-book, Sales-book, Purchase-book, Notes-receivable and Notes-payable books, Ledger, Customer's Ledger, Check-book, and Bank-book. Many new accounts and special column original entry books are introduced. The latest improved method of keeping the Merchandize Account with separate Merchandize Purchase and Merchandize Sales Accounts is clearly brought out. Extensive supplementary drills in opening Partnership books and handling all special work relating to partnership accounting and bookkeeping are given.

Corporation Bookkeeping, Cost Accounting, Banking, and Office Practice. Commercial course, second semester. Ten hours per week.

In this age of incorporation and capitalization it is very essential to be well grounded and drilled in corporation bookkeeping accountancy. A number of new and expedient books of original entry are introduced. New ideas of how to shorten the labor and increase the efficiency of the bookkeeper are constantly brought up.

The Voucher System or Manufacturing Set has been pronounced the finest exhibit of practical modern accounting for manufacturing and large mercantile business that has ever been written. It contains the following special features:

1. Explanation and illustration of complex corporation accounts.
2. Explanation, illustration, and use of department accounts, cost accounts, material accounts, labor accounts, etc.
3. Explanation and use of the Voucher System.
4. Illustration and use of special columns in books of original entry.
5. The explanation, illustration, and use of a separate sales ledger with an account representing the sales ledger in the general ledger.

The banking work includes the work of all the departments of a National Bank. It presents clearly all the

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essentials and fundamentals of banking, bookkeeping, and business. The study of the National Bank act, and the organization of State and National Banks are a part of this course.

The Office Practice includes a thoro review of all previous work in bookkeeping in a way that places the student on his own judgment and business ability. The object is to bring out a number of different systems or methods of keeping books, preparing the student for the real office work.

In this work of bookkeeping, the student will get such training as will enable him to teach bookkeeping successfully. The student is given practical teaching work in this subject in the senior year.

The texts used are the H. M. Rowe's Bookkeeping and Accountancy Budget System, and the Goodyear's Higher Accountancy.

Commercial Arithmetic. Commercial course first semester. Five hours per week.

Prominence is given to those parts which are of the greatest practical value to business men. One day per week is given to rapid calculation.

Text: Sadler and Rowe Commercial Arithmetic, Business College Edition.

Commercial Law. Commercial course, second semester. Four hours per week.

The subjects coming within the limits of this course are contracts, bills, notes, agency, partnership, corporations, real property and mortgages, surety and guaranty-ship, bailments, common carriers, and fire insurance. The aim of this course is to fortify the young business man against the "pitfalls of the law," and to prepare him to exercise his own or his employer's rights and privileges intelligently.

Text: Gano's Commercial Law.

Penmanship. Commercial course, first and second semesters. Five hours per week. Six credits.

Free and strong muscular movement is taught thruout the course. Any one completing this course in business writing doing the work conscientiously will without a doubt be the master of a handwriting which has a commercial

value. Much attention is given to free movement, correct form, and easy healthful position.

Those students who graduate and have mastered this work in penmanship, will be well qualified to be supervisors of penmanship in graded schools. It stands to reason that you can not teach writing unless you learn to write properly yourself.

Shorthand Theory. Commercial course, first year, first semester, ten hours per week. Theory of shorthand completed.

Shorthand Speed Work and Business English. Commercial course, first year, second semester, ten hours per week. Theory reviewed and practical dictation given up to a speed of 120 words per minute on new material.

All thru this course the theory is reviewed and emphasized. Methods in teaching shorthand and typewriting are given in lectures. A thoro knowledge of the shorthand system and especial accuracy in its execution, with a view toward making students capable of teaching the subject, is required. Upon the completion of this course, students must have acquired the average typewriting speed in transcript, copy, dictation, and memory work, of at least forty words per minute and 100 to 120 words in shorthand.

One hour a week is devoted to the study of Business English.

Texts: Van Sant's Manual of Munson Shorthand; Van Sant's "World's Greatest Short Stories;" Dictation books covering a great variety of subjects; Hammond's Style Bcok of Business English.

The Munson system of Phonography is taught. This system has stood the test of twenty-five years before the public, and is considered one of the best by expert stenographers and court reporters everywhere. It is not a "quick-to-learn" system, but is one which meets all requirements of speed and legibility when well learned. Capable students are thoroly prepared for office positions, and will also be competent after some practical experience in an office, and the completion of the teaching course in the Normal Department, to teach the subject well.

Business Typewriting. Prerequisite of commercial students. Elementary course, first year, first semester; intermediate course, first year, first semester; five hours per week, two credit hours. A course in business typewriting has been arranged so that all students, whether in the Commercial Course or not, who wish to master the rudiments of touch typewriting may be accommodated. The equivalent of ten lessons in Barnes' Complete Touch Typewriting Instructor and a speed of 18 words per minute is required for credit of two hours at end of the semester.

Business Typewriting and Dictation. Prerequisite of all Commercial students. Elementary course, first year, second semester; intermediate course first year, second semester; five hours per week, three credit hours. Continuation of the work begun in the first semester, to finish the equivalent of twenty lessons in Barnes' Instructor. Dictation and memory work given and speed drill up to thirty-five words per minute, new material. The student is required to have an average speed of 30 words per minute in memory, copy, and dictation and 95 per cent of accuracy for credit.

Advanced Business Typewriting. Commercial Course, first year, first semester; five hours per week, two credit hours. In this course the student is given the original work of various teachers to typewrite, becomes familiar with all the different forms of typewriting, tabulating, outlining, legal forms, manuscript, stenciling, mimeographing, hektographing, manifolding, and must have an average speed of 40 words per minute for credit.

No credit towards graduation from the teachers' course will be given on Advanced Business Typewriting or Short-hand Typewriting. The five credit hours for Business Typewriting and Dictation will be all anyone expecting a teachers' certificate will be allowed, altho any student who has had both semesters of Business Typewriting may elect advanced business typewriting for the practice, without expecting credit for same. This, of course, does not apply to Commercial students, but the limit of credit hours any student may receive for typewriting from this school has been placed at ten hours.

Shorthand Typewriting and Office Practise. Required of all students taking shorthand. Commercial course, first year, second semester, ten hours per week, five credit hours. Transcription of shorthand notes, dictation, memory, and copy work continued to end of semester, to an average speed of 40-45 words per minute, and 95 per cent of accuracy. This course takes in the Advanced Business Typewriting work and an additional course in Office Practise, including letter filing, card indexing, mimeography, etc., and the condition of a model office under careful supervision.

Texts: Barnes' Complete Touch Typewriting Instructor; Mosher's Manual of Touch Typewriting; Van Sant's Manual of Touch Typewriting, and others; J. A. Lyon's Stenographer's Business Practise Budget.

DRAWING.

Drawing for many years, from an educational standpoint has been considered an important means of self expression; and never more so than at the present time. Self expression might well be termed one side of its esthetic value. On the other hand, its commercial value in its close relation to most manufactured articles and to all constructions, including buildings, bridges, and immense engineering operations is too well known to require discussion. Its importance in the "world of men" gives drawing a marked place in school curriculum.

Nature Study, Decorative Arrangement and Perspective, all elementary. Elementary course, first semester; intermediate course, second year, first semester. Two hours per week; one credit hour.

Simple presentation of growing things and their arrangement in given enclosures. First elements in out of door sketching, composition and illustration. Perspective in the round as shown in model forms and familiar objects, such as fruit, vegetables, etc.

Mediums employed, pencil, ink, and crayon.

Water Color, Color Theory and Values. Elementary course, first year, second semester; intermediate course, second year, second semester. Two hours per week; one credit hour.

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Subjects: Nature study as illustrated in spring flowers, fruit, and vegetables. Decorative arrangement of various nature forms. Landscape composition.

Nature Study, Decorative Arrangement, and Elementary Figure Drawing. Elementary course second year, first semester; intermediate course, third year, first semester; advanced course, third year, first semester. Two hours per week; one credit hour.

Landscape, fall and winter coloring; fall flowers, weeds and grasses. Elementary pose drawing.

Mediums employed, water color, ink, and pencil.

Perspective. Nature Study. Elementary course second year, second semester; intermediate course, third year, second semester; advanced course, third year, second semester. Two hours per week; one credit hour.

Perspective of angular forms exemplified in model shapes and familiar objects such as simple buildings and household furniture. Landscape composition, spring coloring; and spring flowers.

Monochrome Wash. Drapery. Pose. Intermediate course, fourth year, first semester; advanced course, fourth year, first semester. Two hours per week; one credit hour.

Poster effects as obtained from flower and landscape motifs, and executed in charnoal gray wash. Pencil studies of simple drapery followed by figure drawing.

Charcoal. Sepia. Water Color. Intermediate course, fourth year, second semester; advanced course, fourth year, second semester. Two hours per week; one credit hour.

Subjects in charcoal and sepia: Selected model forms, landscapes and flowers. Water color: Studies from simple familiar objects showing perspective; studies in "glass," landscape and flowers, and conventional design.

Methods. Intermediate course, fourth year; advanced course, fifth year. One hour per week; one credit hour.

This class offers preparation for teaching drawing in the grades. Methods of planning outlines, suggestions in regard to materials, their care, distribution, and use are discussed. Lessons are given in connection with the methods by which the intelligence of the child may be reached and

his interest claimed. The field covered by these lessons embraces the drawing subjects presented in the intermediate course. They are taken up as fully as the limited time will allow.

Working Drawings. Elementary course, first year, first semester. Intermediate course, first year, second semester. Four periods per week, two credits.

The use and care of the drawing instruments are emphasized. The study of geometric constructions, working drawings and their underlying principles are the principal part of this course. Five plates of geometric constructions and seven of working drawings are required.

Orthographic Projections. Intermediate course, second semester. Four periods per week, two credits.

This is a continuation of the preceding course, making special study of orthographic projections. Five plates are required.

Orthographic Projections — Sections. Intermediate course, second year, first semester. Four periods per week two credits.

A continuation of orthographic projections. Five plates are required.

Orthographic Projections—Penetrations. Intermediate course, second year, second semester. Four periods per week, two credits.

This is a study of right and oblique, regular and irregular penetrations in orthographic projections. Five plates required.

Throughout these courses exercises in lettering and cover designing are given as a part of the work.

Mechanical Drawing

This is a part of the manual training course.

No one can be a good mechanic without a thoro training in this branch of applied mathematics. It strengthens inventive and constructive ability, and develops a love for systematic, precise, and neat work, all of which are essential elements in the make up of a good artisan, whether his operations be in the various fields of engineering or in the mechanics of other activities.

EDUCATION

Elementary Psychology. Elementary course, second year, first semester; intermediate course, third year, first semester. Five hours per week.

The aim is to acquaint the student somewhat with a knowledge of mind and how it may be developed to the best purpose. "One who is to be a good teacher must have among other things a sound knowledge of the operations of the mind." "The laws of psychology furnish many rules for teaching." "Psychology places the work of the teacher upon a rational and scientific basis."

Educational Psychology. Advanced course, junior year, two semesters. Three hours per week. This study of psychology is pursued with a view to furnishing a basis for the fundamental laws of teaching. Dexter and Garlick's Psychology in the Schoolroom is used as a text but references to many other standard texts are used.

Advanced Psychology. Advanced course senior year, first semester. Five hours per week. In this course the cultural and educational phases of the subject are about equally emphasized. The class is conducted as a sort of round table where the class members talk freely of their own experiences and observations touching the topics under discussion. James' Psychology, Briefer Course, is used as a text.

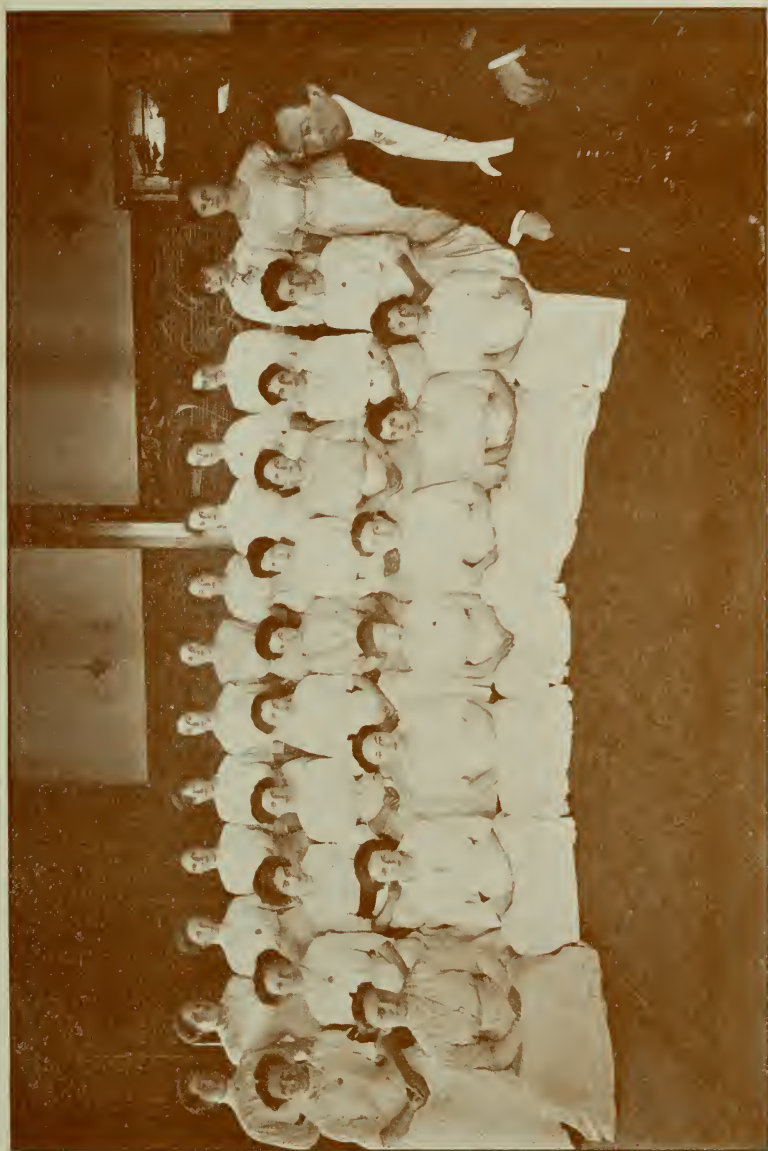
Pedagogy

Elementary Pedagogy and Teaching. Elementary course, second year, second semester. Five hours per week. Some well-established laws, or principles, relating to such matters as their inter-dependence of mind and body, heredity and environment, habit, self-instruction, mental development, apperception, presentation, association, etc., are thoroughly discussed. Much attention is given to the principles involved in the attainment of good discipline, and to the objects and methods of the recitation. A very profitable part of this work is the careful planning of lessons and presenting of them to a class under competent supervision.

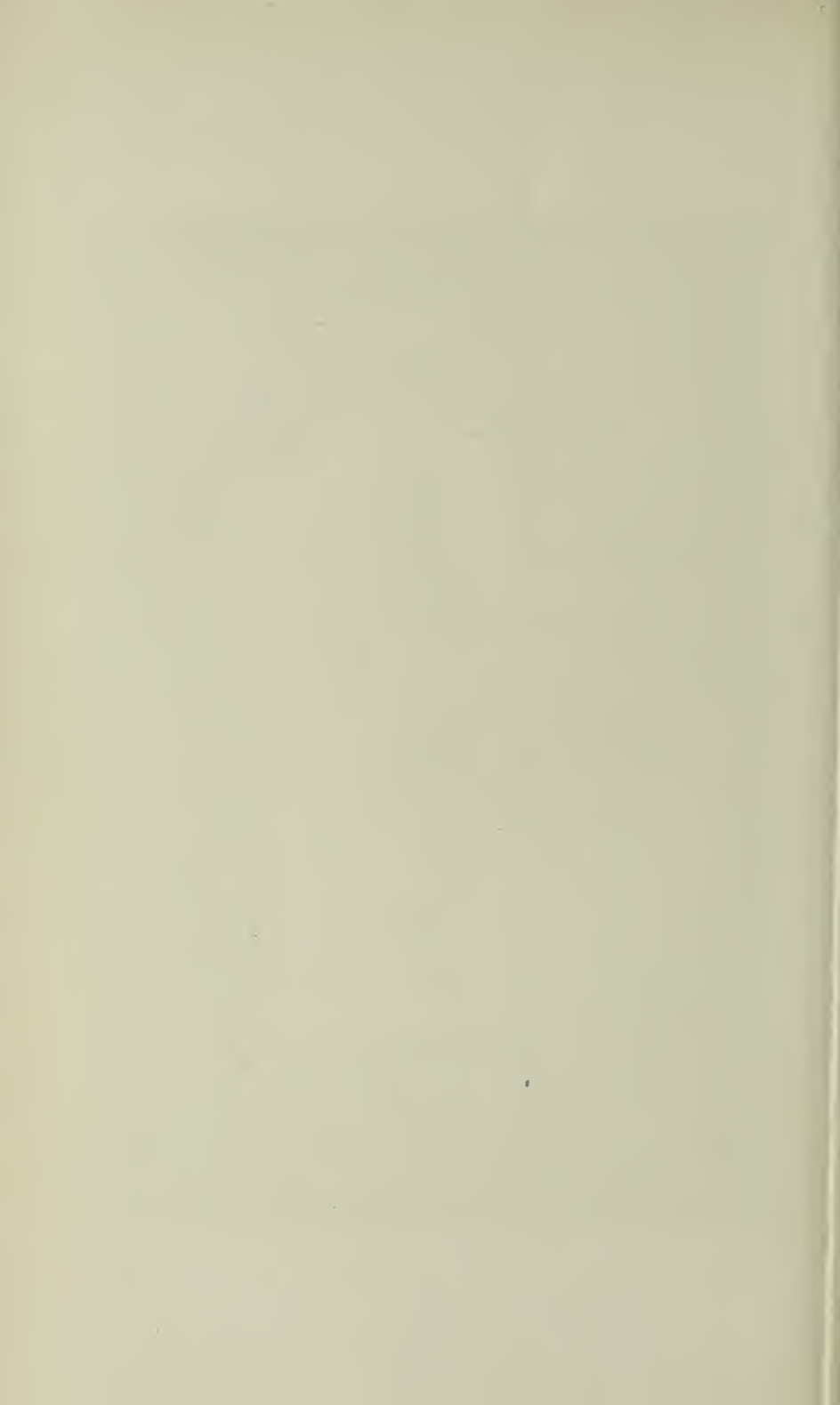
Methodology. Intermediate course, fourth year, first semester; advanced course, fifth year, first semester. Two hours per week, alternating with Educational Psychology. A study of the fundamentals of methodology with a mastery



Senior Class



Ladies' Glee Club





Junior Class

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of McMurry's Method of the Recitation and many chapters from Bagley's Educative Process. An outline is made the basis of class work and references to a large number of educational books and magazines are studied. Observation of teaching done by the critic teachers to illustrate points in psychology and methodology is an important part of this course.

Didactics and Teaching. Intermediate course, fourth year, second semester; advanced course, fifth year, second semester. Two hours per week, alternating with Educational Psychology. Didactics about as treated by Sabin in Common Sense Didactics, and school management, school law, etc. Considerable attention is given to daily program, course of study, discipline, etc. Observation work continues and provision is made for teaching required by law for those who expect to get a First Grade Certificate at the end of the year. No credit is given for the teaching thus provided, and only those who are working for the First Grade Certificate will be permitted to take it. The plan of class work is the same as in Methodology.

Child Study. Advanced course, senior year, second semester. Five hours per week. The study of the main features in the development of the child is pursued by the assigned reading and outline plan. Those features in the child nature which have a particular bearing upon the learning process and upon discipline are emphasized. The results of some fairly exhaustive investigation and research along some educational lines are embodied in a thesis.

History and Philosophy of Education. Advanced course, senior year, first semester. Four hours per week.

It is the purpose of this course, first, to form an idea of what has been the chief aims, materials, methods, and results of education from the time of the Greeks and Romans to the present time; second, to create a deep interest in the lives and works of the great educators; third, to study, in the light of the past and present, legitimate aims, materials, methods, and results of present day education.

History and Philosophy of Education. Advanced course, senior year, second semester. Four hours per week. History and Philosophy of Education continued as above.

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Teaching. Advanced course, senior year, two semesters. Five hours per week. Seniors are given charge of the instruction and discipline of a class in the Training School during one hour per day for one full year. At least three and often four different kinds of work in as many different grades are taught by each teacher in the course of his practice teaching. The work is closely supervised and all the weak places in the teacher's work are pointed out by competent critics.

Along with this practice teaching, seminars are held twice a week when each critic teacher meets her group of practice teachers. This affords a place for informal discussions and special methods applicable to each subject and to each grade of work.

Folk Lore Games. Given in connection with the seminar periods during the year of practice teaching. A study of rythm, folk lore games and dances, and the organization of such games as will develop control of body and mind and prepare the children for the later gymnastic and athletic work. No credit.

HISTORY, CIVICS, AND SOCIAL SCIENCE

This department offers nine courses which aim to give a general survey of the world's history from pre-historic times to the present day. The text in the hands of the students is used simply as a guide for collateral readings, topical reports, and class discussions. It is expected that each student will make good use of the library and reading room.

Greek History. Intermediate course, first year, first semester. Advanced course, first year, first semester. Five hours per week.

A study of the history of Greece from pre-historic times to the Roman conquest. Especial attention is given to the development of the city states, and to the conditions which make the Greeks so important in the civilization of the world.

Text: Botsford's History of Greece. Outline on text required.

Roman History. Intermediate course, first year, second semester. Advanced course, first year, second semester.

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A general survey of Roman history to the time of the Germanic invasions. A comparative study of the Greeks and Romans is made and the gifts of the Romans to civilization is emphasized.

Text: Myer's Rome; Its Rise and Fall. Outlines on texts and supplementary readings.

Mediaeval History. Intermediate course, second year, second semester. Four hours per week.

A general survey of the four periods; Dark Ages; Age of Revival; Era of the Protestant Reformation and Era of the Political Revolutions.

Text: Myers' Mediaeval and Modern History. Outlines on the text and supplementary readings required. Robinsons Reading in European History used in the source work.

Review of U. S. History. Elementary course, second year, first semester. Five hours per week.

The chief aim of this work is to fill the subject with human content and give the student a living interest in the social and industrial forces that have made the nation what it is. Thruout the course, the student is led to look for the relation of cause and effect as it exists between events and between the periods of our history.

English History. Intermediate course, third year, first semester; advanced course, third year, first semester. Five hours per week.

To the American student two phases of English history are especially valuable. First, that which tells of the social, political, industrial, and religious conditions which have shaped England's thot and life as it is expressed in English literature; second, that which shows the growth of the English constitution and its effects upon the government of the United States. These two phases are emphasized in the work in English History. Collateral reading is an important part of the work.

Texts: Larned's History of England, Higginson and Channing's History of England.

American History. Intermediate course, third year, second semester; advanced course, third year, second semester. Five hours per week.

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In this study of American history the aim is to show that human activity in political, industrial, social, and educational fields, rightly directed, makes a nation truly great. The responsibility of the United States as a nation is emphasized. The background of European history is carefully kept in view so that the student may see this responsibility in its fullest extent, and realize the important relations our country bears to all others. Special reports on assigned topics are required; also wide collateral reading from source books and special reference works.

Text: James and Sanford's American History.

Modern European History. Elective. Five hours per week for two semesters.

The period covered by this course extends from the Peace of Westphalia, 1648, to the present time. The first semester deals especially with the age of Louis XIV, the Expansion of England, and the French Revolution. In the second semester the course is concerned with the Formation of the German and Italian States, the Eastern Question, and the Present Day International Relations.

Text: Robinson, J. H., History of Western Europe. The text is used only as a guide for supplementary reading in the library.

Civics of State and Nation and History of South Dakota. Elementary course, second year, second semester; intermediate course, fourth year, first semester; advanced course, fifth year, first semester. Five hours per week. These subjects are treated somewhat as follows:

1. A brief review of that part of American history relating directly to growth toward, and formation of, independent government.
2. A study of the constitution of both the nation and the state enlivened by reference to their workings all about us, and the current questions growing out of their operations.
3. A study of our unwritten constitution and its influence in determining the changing interpretation given to our written constitution. Thru it all, the effort is made to teach true patriotism and the responsibility of citizenship.

History of South Dakota: 1. Early explorations; 2. Acquisition of territory; 3. Early settlements; 4. Terri-

torial days; 5. Statehood; 6. Troubles and treaties with Indians. 7. Progress.

Texts: Boynton's School Civics; Smith and Young's History and Government of South Dakota; Ross's Civil Government of South Dakota; Robinson's History of South Dakota.

Political Economy. Advanced course, fourth year, second semester. Five hours per week.

This subject is admirably adapted to round out and complete the course in history. It may safely be said that we are living in an economic era. Great economic problems exist today which rising generations must solve. It is of the utmost importance, therefore, that students have their interest aroused and that they may attain a reliable understanding of its fundamental principles. The purpose of the course is to accomplish this result. Much attention is given to rural economics.

Constant reference to current periodicals and to recent works bearing on these principles and problems is required. The library is fully equipped with such periodicals and books. Among the books is a standard dictionary of political economy. One of the texts used in class work is "Rural Economics," by Thomas Nixon Carver, Harvard University.

INDUSTRIAL WORK

The commercial world today is demanding that our schools give the students an education which will fit them for practical life, that they furnish the financial world with producers as well as consumers. There are no subjects that relate so closely to the life and affairs of life as the industrial subjects. These subjects prepare the students for understanding and adapting themselves to the problems which confront them when they leave school and go out into the industrial world.

The student realizes that manual labor is a science when properly done, and that a scientific study of Agriculture and of Home Economics calls for an application of all the natural sciences. Industrial work has a great cultural value in the understanding sympathy it produces toward the various industries. It dignifies labor. It is the purpose of

this Normal course to so train the teachers that they may in turn train the boy and girl to fulfill their proper functions in the industrial world, of which the greater number will form a vital part.

Agriculture

The ultimate aim of a course in agriculture should be to teach that modern agriculture may offer as fine opportunities for scientific study as any of the professions, and to make the farm the center of interest and its industries and economies, its science and social life subject to thought and study. The great need of the present is teachers adequately prepared to teach this subject as a "human-interest subject," and to bring the rural school course into harmony with farm life. The aim of this course is to fit teachers for this great work, and to form in the student habits of observation, and a love for outdoor life.

General Agriculture. Elementary course, first year, second semester. Five hours per week. Among the many topics considered in an elementary course are:

The Soil; Its constituents, kinds, composition, formation, and texture; humus and its value; resources of soil; use of manures and commercial fertilizers; retention and movements of soil moisture in drainage and plant growth.

The Plant: Its uses; relation to soil, climate, annual life, and man; how plants live and the processes of growth; propagation of seed bed; after care of the plant; relative value of crops.

The Animal: Its relation to the soil and the crops; value to man; how animals live; principles of feeding and breeding; care of stock; dairying as an industry; relation to fertility.

Diseases and Enemies of Plants and Animals: Common ailments, symptoms, remedies methods of prevention; troublesome weeds, smuts and insects.

Crop rotation: Need for; principles of; kinds for various localities.

Judging Grains and Stock: Use of score cards; selection of seed; ideas of grading grain.

Laboratory Work: Simple work such as pupils can improvise; seed-testing; milk-testing; identification of

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weeds by leaf, stem, and seed; soil experiments; soil examination.

Observation Work: Irrigation and drainage as practiced in South Dakota; identifying trees and shrubs; different methods of grafting and budding; injurious insects and vermin; trips to nearby orchards and truck-gardens; visits to chicken-raisers and bee-keepers; inspecting stock displays at county fair; etc.; improvement of farm homes; shovel-garden ideas.

Field Crops and Soils. Intermediate course, first year, first semester. Five hours per week.

This course includes first, a brief study of the standard crops: corn, oats, wheat, the several legumes, the hay and pasture grasses, the tubers and their botanical relations; rotation of crops; fertilization; methods of cultivation; their enemies; weeds, smuts, and insects. Second, a brief study of the elementary ideas of the physics of the soil; its physical composition, formation, texture, moisture, temperature, humus content, drainage, tillage, and improvement.

Laboratory work when possible; testing seeds for germination and for yield; identification of troublesome weeds by stem, leaf, and seed. Also experiments with soils as to composition, texture, water-holding powers, water-movements, moisture conservation, and drainage.

Horticulture and Gardening. Intermediate course, first year, second semester. Five hours per week.

Horticulture and gardening are carefully considered. The common facts underlying successful gardening; pruning fruit, ornamental, and shade trees; grafting; budding common fruits; fertilizing blossoms; plant propagation; cold-frames and hot-beds; proper tree planting; enemies of plants and trees; spraying mixtures and their application. The farm home is considered; farm sanitation; sanitary drainage and sewage; germ nature of disease; dissemination of infectious diseases; disinfectants and disinfection; source and supply of pure water.

Laboratory and field work: Grafting, budding, identification of neighborhood trees and shrubs; detection of injurious insects and fungi and application of remedies. Field trips to nearby orchards and truck gardens in Spearfish Valley. Reports on farmsteads and recent improvements,

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especially in use of cement for walks, tanks, drains, small bridges and fence posts.

Animal Husbandry. Intermediate course, second year, first semester. Five hours per week.

Breeds of animals and fowls; feeding practice; identification of breeds; special qualities and uses and adaptation to market requirements; elements of animal nutrition; common ailments, symptoms, remedies, methods of prevention. Relation of animals to fertility; root tubercles and inoculations; sources of nitrogen, phosphorus, and potassium; farmyard manure as a source of fertility; commercial fertilizers; practical rotation of crops.

Observation work: Stock displays at county fair; identification of breeds; local livestock interests; visits to chicken-raisers and bee-keepers; testing the milk of Normal herd with Babcock four-bottle machine.

Methods in Agriculture. Intermediate course, second year, second semester.

The purpose of this course is to prepare teachers for properly teaching agriculture in elementary schools by giving helpful instruction in subjects pertaining to such a course. Simple equipment and materials that may be used in the schools are considered. The student teacher is made familiar with simple experiments which the pupil may perform with available materials. Great stress is laid on the sources of information to be obtained from the government and state departments without cost, from the Year Books, Farmers' Institute Annuals, and farm papers.

School and home sanitation, school gardens, exhibits, contests and fairs are some of the subjects considered. The student teacher will plan in detail a course of study which will meet the conditions of the rural school.

Home Economics

The object of this course is to fit teachers for teaching Home Economics in the grades and secondary schools. It is further designed to do and have done their housework, cleaning, cooking, etc., in an orderly, systematic, and hygienic way; to plan and prepare meals that are appetizing, nutritious, and economical; to remove the drudgery from housework and living by teaching girls to economize their



Spearfish River, Near Spearfish



The Needles, Sylvan Lake



Spearfish—Deadwood Coach, Harvey Fellows, Driver

time, strength, food and money; and to remove the stigma that has been placed on woman's work by elevating it to the rank and level of a science, by showing the close relation it bears to the other studies of school life. It aims to bring to the future woman a realization of her wonderful power in making for civic righteousness by making the **home an ideal place to live**; to teach her that the women as distributors of wealth are as important economical factors as the producers, that the financial, moral, and spiritual welfare of the nation depends upon the proper distribution of her assets.

Domestic Art

Elementary Sewing. Elementary course, first year, first semester; Intermediate course, first year, first semester; Three double periods per week, three credits. Taken in connection with the first course in cooking.

This course gives the foundation work in hand sewing, including a study of the various stitches, seams, hems, etc. From twelve to fifteen models are made, including the hemmed and overhand patches, flannel seams, buttonholes, three-cornered stockinet and damask darns, placket, gusset, and a fancy apron. A study of the use and care of the articles of the sewing basket is made also.

The subject of Textiles is included and studied as a part of the sewing work. During the first semester cotton is studied and each student makes a book of samples of cotton cloth, and learns how to select and buy cotton goods. The development and history of the textile industry as a whole is also studied.

Elementary Designing and Drafting. Elementary course first year, second semester; intermediate course, first year, second semester. Three double periods per week, three credits. Prerequisite, Elementary Sewing. Taken in connection with second semester's work in Elementary Cooking.

This course includes the use and care of the sewing machine and an application of the principles acquired in the first semester's work. A complete four-piece suit of underwear is designed, drafted, and made by the students.

The study of Textiles is continued, the linen, woollen, and silk industries studied. Sample books of the various

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kinds of cloth are made, the students are also taught the proper selection and use of the various kinds of cloth, as well as methods of detecting adulterations.

Advanced Designing and Drafting. Intermediate course, second year, first semester. Three double periods per week, three credits. Taken in connection with advanced cooking. Prerequisite, Elementary designing and drafting.

This course includes designing, drafting, and making, a shirt-waist suit of some washable material and a study of shirt-waist materials.

Household Art will be studied along with this course. Each student plans a house suitable to a given location, with reference to sanitary and artistic conditions. A complete mechanical plan is made the first semester.

Advanced Sewing and Designing. Intermediate course, second year, second semester. Three double periods a week, three credits. Taken in connection with second semester's work in Advanced Cooking. Prerequisite, Advanced Designing and Drafting.

In this course the student makes a fancy dress of some washable material. The use of purchased patterns is taught and additional drafting. Designing dresses is made a feature of this work and the history of dress is studied.

Household Art is continued and the color schemes for finishing and furnishing the house planned the first semester are determined. Charts to indicate the furnishing of the various rooms are made by each student, and the approximate cost calculated.

Sewing and Methods for Graded Schools. Elective in Advanced Course, sixth year, first semester. Five double periods a week, five credits.

The aim of this course is to fit teachers for the work in the graded schools. The actual work done by the pupils from the fifth grade through the eighth is done by the student teacher who is expected to do practise teaching in the Training School Sewing classes.

Domestic Science

Elementary Cooking. Elementary course, first year, first semester; intermediate course, first year, first semes-

ter. Two double periods per week, two credits. Taken in connection with elementary sewing.

Half of the time is devoted to theoretical and half to practical cookery. This course aims to give the student a knowledge of fundamental principles which should be applied in the home.

Theoretical work: Food, their composition, functions, classification, digestion, and the influence of cooking on foods; fuels, their classification, composition, use, cost, and comparative value; baking powders, classification, composition, use, comparison of different kinds found on the market; fruits, canning and jelly-making.

Practical work: White sauce and its uses in scalloped dishes; various batters and doughs, including popovers, muffins, baking powder and soda biscuits, cakes, etc.; canning fruits and making jelly.

Text: Shepperd's Household Science.

Elementary Cooking, continued. Elementary course, first year, second semester; intermediate course, first year, second semester. Two double periods per week, two credits. Prerequisite, elementary cooking.

Theoretical work: rations and dietary standards, the making of menus to give the right amount of nutrients, computing cost of meals; principles and practice of serving; cereals; breads.

Practical work: soups; cooking of cereals; use of fireless cooker; vegetables; breadmaking; light desserts; frozen dishes; serving of family dinners.

Advanced Cooking. Intermediate course, second year, first semester. Two double periods per week, two credits. Prerequisite, one year of elementary cooking.

Theoretical work: Preservation of foods, household and commercial methods; sugar; fruits; starch and paste preparations; oils; meats; and desserts. All studied as to their relation to the diet and the proper methods of cooking and serving.

Practical work: Canning fruits and vegetables in the various ways; making of syrups and confections; milk and egg dishes; salads, and the use of left-overs; desserts.

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Advanced Domestic Science. Intermediate course, second year, second semester. Two double periods per week, two credits. Prerequisite, Advanced Cooking.

Theoretical work: Methods of teaching and establishing rural and city schools are studied; the model kitchen; home and school equipment; principles of sanitation.

Practical work: beverages, invalid cooking; serving of dinners and lunches at a prescribed cost; experimental cooking; camp cookery. Practise teaching will be required as a part of the work.

Industrial Chemistry. Elementary course, first year, first semester. Five hours per week, five credits.

This course will include the fundamental principles of organic and inorganic chemistry, as the indestructibility of matter, chemical affinity, law of definite proportions, a study of the elements and the common compounds. The main object of the course will be to make the student see the relation of chemistry to nature and natural changes. The application to agriculture and rural school conditions will be a prominent part of the work.

Text: Snyder's Chemistry of Plant and Animal Life.

Physiology and Sanitation. Elementary course, second year, second semester. Five hours per week, five credits.

This course includes the work in physiology and hygiene required for the state certificate and, in addition, the principles of sanitation, personal, school, and municipal. Individual responsibility for sanitary conditions is emphasized. The rules for maintaining health are studied and that "an ounce of prevention is worth more than a pound of cure." Hygiene and Sanitation which apply particularly to rural schools and communities is part of the course.

Manual Training.

The course in manual training in addition to training teachers aims to create a respect for honest manual labor; to develop habits of neatness and exactness; to train the eye to a sense of form; to cultivate the dexterity of the hand; and to teach habits of industry and attention.

Elementary Woodwork, and Working Drawings. Elementary course, first year, first semester. Intermediate

course, first year, first semester. Woodwork six hours per week, three credits. Working Drawings four hours per week, two credits.

This course is prepared especially for students who have had no manual training work before coming to this school. The student learns here the elements of mechanical drawing; the use of the pencil, rule, compass, T square, triangles, etc., in connection with working drawings. The use of the ordinary woodworking tools is taught in the making of various useful articles. The character of the work will be such as may be undertaken in the grammar grades and the first year of the high school.

Cabinet Making, Orthographic Projections, and Furniture Drawings. Elementary course first year, second semester. Intermediate course, first year, second semester. Bench work six hours per week, three credits. Drawing four hours per week, two credits.

During this term students are given instruction in the use of the carpenter's square, in chiseling and jointing, and kindred subjects, also in cabinet making. They construct simple pieces of furniture, such as tables, stands, tabourettes, and chairs, from working drawings, to a scale, showing plan, elevation, and end views, and necessary sectional views, with all dimensions.

Wood Turning, and Orthographic Projections-Sections. Intermediate course, second year, first semester. Wood turning six hours per week, three credits. Drawing four hours per week, two credits.

The following general subjects are treated: The lathe, its construction and use, Turning between centers, Chuck turning. Careful drawings of all work to be done are required.

Advanced Cabinet Making, and Orthographic Projections—Penetrations. Intermediate course, second year, second semester. Cabinet making six hours per week, three credits. Drawing four hours per week, two credits.

The following topics are treated: The study and care of bench tools, woodworking machinery, fine woods and timber, including milling, uses and strength. Proper methods of finishing the different kinds of wood used for

furniture and interior woodwork; wood carving; original designs and construction of wooden furniture having as its leading characteristics simplicity, beauty, durability, and usefulness.

A careful working drawing must precede the construction of every piece of furniture.

Methods in Primary Industrial Work. Intermediate course, fourth year, second semester; advanced course, fifth year, second semester. One hour per week. This work falls under two heads: Form Work: Clay modeling, paper folding, and designing. Construction Work: the study of such materials as raffia, reed, tilo making, burlap, and other constructive materials that can be made into useful objects by the children of the grades.

LANGUAGES AND LITERATURE.

English.

In planning the following courses for the department of English, a four-fold aim has been kept constantly in mind: first, to develop and establish in the student a genuine love and appreciation for good literature; second, to point out to him that literature is the store house of the highest ideals and the best thought of any epoch or age; third, to show the relationship between literature and life, that the former is the ideal expression of the latter; fourth, to teach the student how to give expression, naturally, with clearness and force, to what he has thought out and felt for himself; in brief, to train the student both in theory and practice, to what he has thought out and felt for himself; in brief, to train the student both in theory and practice, so that he in turn may go out to teach, having some knowledge as to what should be required and expected of each grade from the lowest to the highest.

To accomplish this four-fold aim the following phases of the subject are emphasized more or less for each semester.

I. Literature. A thoro study of three or more classics each semester. Aside from the ones studied in class, each pupil is required to read one book of the same nature

as those studied, and to prepare an oral or written report upon the same to be given before the class. So far as it seems advisable the college entrance requirements are used. During the second year of the elementary and intermediate courses a rapid survey of the history and setting of American literature is made, and the same is done for English literature in the fourth year of the advanced course.

II. Composition. Weekly or bi-weekly themes are required each year in each course. During the fourth year of the advanced course, bi-weekly debates are held.

III. Technical English. This phase of English is emphasized in a practical way in connection with the theme work thruout. During the first year of the elementary and intermediate courses, grammar is emphasized; in the third year of the intermediate course and the freshman year of the advanced course, a thoro course in rhetoric is given, and in the fourth year of the intermediate course and the junior year of the advanced course a review of grammar and method is pursued with the idea as to how to teach the subject in the grades.

Grammar, Literature, and Composition. Elementary and intermediate courses, first year, first and second semesters. Five hours per week.

Literature. Enoch Arden, Birds and Bees, Rime of the Ancient Mariner.

Composition. Weekly paragraphs or short themes.

Grammar. A thoro review of the first half of the subject.

Grammar, Literature, and Composition. Elementary and intermediate courses, first year, first and second semesters. Five hours per week.

Literature. Sohrab and Rustum, Idylls of the King, The Other Wise Man.

Composition. Weekly paragraphs or short themes.

Grammar, completed.

American Literature. Elementary and intermediate courses, second year, first and second semesters. Four hours per week.

Literature. Selections from Irving, Cooper, Bryant, Longfellow, and Whittier.

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History. The Colonial period, and history of American literature in connection with the authors mentioned above. Painter's American Literature used.

Composition. Weekly themes, narrative and description.

American Literature. Elementary and intermediate courses, second year, first and second semesters. Four hours per week.

Literature. Selections from Hawthorne, Lowell, Holmes, and Poe.

History. Painter's American Literature, completed.

Composition. Weekly themes, narrative and description.

Rhetoric, Composition, and Literature. Intermediate and advanced courses, third year, first and second semesters. Three hours per week.

Literature. A study of the novel. Sir Roger de Coverley Papers, The House of Seven Gables, Silas Marner, A Tale of Two Cities.

Composition. Weekly themes.

Rhetoric. Lockwood and Emerson.

Rhetoric, Composition, and Literature. Intermediate and advanced courses, third year, first and second semesters. Three hours per week.

Literature. A study of the drama. As You Like It, Merchant of Venice, Julius Caesar.

Composition. Weekly themes.

Rhetoric. Lockwood and Emerson, completed.

English Literature and Debate. Advanced course, fourth year, first semester. Five hours per week. In this course is given a history of English literature, with the study of such authors as have not been studied previously in the course. Two days of the week are devoted to debate and theme work.

English Literature and Debate. Advanced course, fourth year, second semester. Five hours per week. A continuation of the first semester's work.

Methods in English. Intermediate course, fourth year, and advanced course, fifth year, second semester. Five hours per week. This course is given entirely to methods, or how to teach the various subjects that fall under the head of English, such as the story, the language lesson, and



Base Ball Team



Boys Basket Ball Team



Track Squad, 1911

readings, in the primary grades, and literature in the upper grades. Methods in dramatization, in composition and theme writing are studied, and considerable time is given to a thoro review of grammar and the best methods of teaching the subject in the grades.

Electives

1. **College Freshman English.** In this course will be given what will be equivalent to freshman English as given in the higher institutions of this and other states.

2. **Anglo-Saxon.** A study of Anglo-Saxon grammar, and a reading of Beowulf and selection from Old and Middle English.

For either course, five hours per week, during the year.

French

Elementary French. Elective. Five hours per week for two semesters.

Grammar, composition, and some dictation. Reading of easy French prose constitutes most of the work of the second semester.

Text: Keetel's Elementary French grammar.

German

The German work is planned to meet college entrance requirements, as well as the needs of pupils whose language study will end with their normal course. The college requirements in grammar, composition, and translation occupy most of the class time, but as much drill as possible is given in speaking language. Reports on related topics are required from time to time.

A plan of International Correspondence has been introduced to bring the pupils more closely in touch with Germany and the Germans. Thru an International Bureau in Leipzig, German students of the same age and similar attainments as our own, are secured as correspondents. Letters are exchanged and the German boy or girl corrects the German of his American friend, while the latter helps the foreign student to improve his English. The instructors in both countries send the names to Leipzig and exercise a general supervision over the correspondence.

In the Deutsche Gesellschaft, modern German life is studied in its social, political, and economic phases. Ger-

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man literature and art are also studied. Conversation, German games, the memorizing of poetry, and the learning of German songs facilitate the use of the spoken language. It is hoped to make the annual presentation of a German play a feature of the work.

First Year German. Elective. Five days a week, two semesters.

a. Grammar: Vos' Essentials of German; Bacon's German Lesson Grammar, or Becker-Rhoades' Elements of German.

b. Reading: Glueck Auf; Bacon's Im Vaterland; Storm's Immensee; Wichert's Als Verlobten empfehlen sich, or Benedix' Nein; Elz' er ist nicht eifersuechtig.

c. Memory work: Learning of simple poems and proverbs.

d. Easy German conversation and composition based upon the selections read.

Second Year German. Elective. Five days a week, two semesters.

a. Grammar: Joynes-Meissner, and Fraser and Van Der Smissen.

b. Reading: Selections will be made from the following list: Gerstaecker's Germelshausen; Hillern's Hoeher Als die Kirche; Heyse's L'Arrabbiata; Seldel's Leberecht Huehnchen; Keller's Legenden; Baumbach's Waldnovellen; Unter Vier Augen; Der Prozess, and a few lyrics. Each student will also be expected to read one or two easy books outside of class.

c. Memory work: Songs and short poems by Heine, Goethe, and Schiller.

d. Composition: Wesselhoeft's German Exercises.

e. Conversation based upon the works read and some general practice in speaking.

Third Year German. Elective. Five days a week, two semesters.

a. Grammar: Review and special studies.

b. Reading: Selections from the following list: Schiller's Wilhelm Tell; Lessing's Mina von Barnhelm; Schiller's Jungfrau von Orleans; Goethe's Hermann und Dorothea; Sundermann's Frau Sorge; Scheffel's Ekkehard; Moser's Der Bibliothekar, Freytag's Die Verlorene Handschrift;

Riehl's *Der Fluch der Schoenheit*; Freytag's *Die Journalisten*; Hauff's *Lichtenstein*. One or two books read outside of class and reports given.

c. Memory Work: Songs and poems (as above)

d. Composition: Pope's Composition, weekly themes in German, abstracts, paraphrases, and essays on the matter read. During these courses more attention will be given to German conversation and the idioms, with daily conversation based upon Vos' *Materials for German Conversation*.

Lectures will be given occasionally on the history of German Literature, while the events of current interest in Germany will form the basis of short talks and class discussions. At the end of the year, the student is expected to have a reasonably good knowledge of German political and literary history and to be familiar with the more prominent German writers.

Latin

The following Latin courses, which fully prepare students for college entrance, are offered as electives. Much importance should be attached to the study of this language, not only because it cultivates habits of accuracy and thoroness, but also on account of the large part of our English language which is derived from Latin. Moreover, Latin is generally conceded to be one of the first of the culture studies.

First Year Latin. Elective. Five days a week for two semesters. A thoro training in vocabulary and inflection, the mastery of which renders the remaining years of Latin less difficult. Attention is given to words from which English words are derived. Special stress is laid on the importance of syntax rules and case uses. Students are required to keep notebooks and to hand in written work. Selections from *Viri Romae* are read in the latter part of the second semester.

Texts: *First Year Latin*, Collar and Daniel. *Viri Romae*, Arrowsmith and Knapp.

Caesar. Elective. Five hours a week for two semesters. First four books of the *Commentaries*. Each student has a notebook for new vocabulary. Translation is to be so well studied that either a literal or free version of

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the Latin can be given. Written translations are handed in twice a week. Constructions studied along with translation. Composition or grammar work once a week.

Texts: Caesar, Allen and Greenough; Bennett's Grammar; D'Ooge's Latin Composition.

Cicero. Elective. Five days a week for two semesters. Manilian Law, Catalinian Orations, and some of Cicero's letters are read. The class hands in written work on translation and constructions twice a week. Students are encouraged to put Cicero's thoughts into their own words. Composition or grammar once a week.

Texts: D'Ooge's Cicero and Prose Composition; Bennett's Grammar.

Virgil. Elective. Five hours a week for two semesters. six books are read. The poem is not merely translated but studied. Mythology is studied as it helps much in the understanding of the subject. Scansion at board and orally. Written translation into English prose and poetry. Vocabulary and composition constantly reviewed.

Texts: Knapp's Aeneid; Bennett's Grammar.

If students wish to continue the study of Latin, Livy, Tacitus, Horace, or Cicero's "De Senectute et Amicitia" will be given.

LIBRARY SCIENCE

The object of this course is not to make trained librarians, but to give such instruction to those taking the work as will enable them to use the library intelligently. Lectures to classes, with practical problems to be worked out by the student, constitute the method of instruction. This work is required of all second year students, and is elective for all others.

Course I. One day a week for one semester.

Detailed study of the encyclopedias, New International, Americana and Britannica; the dictionaries, Webster's New International, Standard, and Century; and the card catalogue.

Course II. One day a week for one semester.

Detailed study of the magazines and best general newspapers in this library; the Readers Guide to Periodical Literature is studied to help the students become familiar with

our excellent collection of bound magazines; the World Almanac; Warner's Library of the World's Best Literature; classical dictionaries and other general reference works. During each semester each student in this course is expected to read a book, chosen from a selected list, and write a short paper answering five general questions on the book read.

MATHEMATICS

The course in this department includes the following subjects: arithmetic for rural schools, one semester; methods in arithmetic, two semesters; elementary algebra, three semesters; geometry, three semesters; college algebra, one semester; trigonometry, one semester; analytic geometry, two semesters. If a sufficient number to form a class, desire to review the subject matter of arithmetic, such a class will be organized.

An earnest attempt is made to give due emphasis to the study of mathematics, both as a means of mental discipline and as a necessary basis for more advanced work in pure and applied mathematics. The course also supplies a knowledge and training sufficient for effective preparation for teaching.

Arithmetic for Rural Schools. Elementary course, first year, first semester. Five hours per week. As most of those taking the elementary course expect to teach in country schools, the work is planned to meet the needs of such schools. A brief review in the essential principles of computation is given. This includes the four fundamental rules; the important points in factors, divisors, and multiples; fractions; decimals; the essentials of denominate numbers, and mensuration; the principles of ratio and simple proportion in so far as they are needed in modern business life, and as a foundation for work in physics and geometry; the practical part of roots and powers; the principles of percentage.

The practical problems given are such as confront the farmer. A few of these problems are quantity and cost of materials needed on the farm, such as lumber, fence wire and posts; the cost of plowing, planting, harvesting, and other farm expenses; the income from farm products; profit

and loss; the measuring and weighing of grain and hay; computing the capacity of bins and tanks; the public land survey, and the location and description of land with the form and recording of deeds and mortgages; business applications of percentage that affect the farmer, such as insurance, taxes, and interest, the important forms of commercial paper, such as bills, receipts, bill of sale, leases, notes, and drafts. A few of the important points of commercial law of especial interest to the farmer are given.

The whole aim of the course is to send out teachers for the rural schools who know and are able to teach the kind of arithmetic which is of most value to the pupils of a country school, and which also gives the mental discipline that is one of the most valuable results of the study of mathematics.

While two excellent modern arithmetics are in the hands of the students, the problems are selected from every available source. All of the work taken up that will be of use to the teacher is given to the class in hektographed forms which will serve as material for use in future school room work.

Texts: Bigelow and Arnold's Business Arithmetic; Stevens and Butler's Practical Arithmetic; Hatch and Hazelwood's Elementary Agriculture with Problems and Arithmetic.

Rural Bookkeeping. Elementary course, first year, second semester. Five hours per week.

The farmer's business is very complicated as it includes, not only the cost of production and the sale of live stock, crops, etc., but must also take into consideration the history of the crops raised, with their rotation, fertilization, and irrigation; the history of live stock; the value of machinery; and personal and household expenses. These various phases of income and outgo require a systematic set of records to which the ordinary mercantile bookkeeping will not apply. The farmer is a very busy man and one whose pen is seldom in his hand, so it is necessary that his bookkeeping, the comprehensive, should not be intricate. He has little time for fancy bookkeeping, and yet a first class set of books is indispensable.

It is with the hope of fitting teachers to go into the country schools and teach this subject from the farmer's standpoint, instead of giving the bookkeeping adapted only to the mercantile business, that this course is offered.

The exercises given are limited to the business of the farmer, and as far as possible, prices and results are those of this region. The forms given conform to the best modern business practice. Instruction is also given in the forms of commercial paper used by the farmer, and in business correspondence. A few of the points of commercial law of most importance in this business are given. Instruction is also given in bank deposits, post office money orders, drafts, and other business problems that will confront the farmer.

As no text book has been found that exactly suits the needs of this class the teacher prepares the lessons in hectograph.

Algebra. Intermediate course, first year, first semester. Five hours per week.

Definitions and notations; positive and negative numbers; addition and subtraction, including the principles upon which these processes are based; parentheses; multiplication and division, including the laws of signs and exponents associated with these processes; thoro treatment of factoring, including highest common divisor and lowest common multiple.

Texts: Somerville's First Year in Algebra. Milne's Standard Algebra.

Algebra. Intermediate course, first year, second semester. Five hours per week.

Fractions, including a discussion of principles and their application to reduction, addition, subtracton, multiplication and division; simple equations, including literal equation, equations containing fractions, and simple simultaneous equations; involution, including application of the binominal theorem; evolution, reduction, addition, subtraction, multiplication, division, involution, and evolution of radicals; radical equations; theory of exponents.

Texts: Milne's Standard Algebra. Wentworth's New School Algebra.

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Algebra. Intermediate course, second year, first semester. Four hours per week.

Brief review of simple equations, radicals, and radical equations; quadratic equations, including pure and affected quadratics, simultaneous quadratic equations, and equations in the quadratic form; ratio, proportion, and variation; inequalities; imaginary quantities; graphs; logarithms; determinants.

Texts: Milne's High School Algebra. Wentworth's New School Algebra.

Geometry. Intermediate course, third year; advanced course, freshman year, first semester. Four hours per week.

Plane Geometry. Definitions; demonstration of theorems, and construction and demonstration of problems; locus of the point; the solution of numerical exercises including length of lines and areas of the triangle, parallelograms, trapezoids, regular polygons, and circle.

Texts: Smith's Syllabus Method.

Plane Geometry. Intermediate course, third year, advanced course, freshman year. Four hours per week for second semester.

Plane Geometry completed.

Elective Geometry, Solid Geometry.

Lines and planes in space; dihedral and polyhedral angles; parallelepipeds; prisms and pyramids; the cylinder and cone; the sphere; similar solids.

Texts: White's Geometry. Milne's Geometry.

Methods in Arithmetic. Intermediate course, fourth year; advanced course, junior year. Five hours per week for one semester.

One semester is given to the review of arithmetic from the teacher's standpoint. It is not the purpose of the course to make up deficiencies in the facts and principles of arithmetic which should have been mastered much earlier in the school course, as an elective class is provided for that purpose. It is therefore the purpose of this course to give only such review of the subject matter as is necessary in order that the student may appreciate the practical importance and culture value of the subject, and may gain skill and accuracy in computation, clear-



A Corner of Driskill Park, Spearfish



Devil's Tower



Sylvan Lake, near Custer

ness of statement, neatness and orderly arrangement of work, and the broader, clearer knowledge of the subject necessary for the teacher. Much time is devoted to methods of teaching arithmetic. A brief review is given of the growth and development of the science; leading methods of the past and present are studied and compared as to their advantages and disadvantages and the influence of methods of the past upon the teaching of arithmetic to-day. The characteristic features of a good method are discussed and the present status of arithmetic and the probable arithmetic of the future are considered. Methods of conducting a recitation, drills, short methods, and other miscellaneous points of interest to the teacher are studied. Text-books are compared as to their logical and pedagogical order of presentation of topics, definitions, rules, and problems. One month is given to observing arithmetic classes in the grades, preparing a course of study for each grade, and listening to lectures on the scope and methods of presenting the work in each grade, by the critic teachers of the training school. All the books obtainable on the teaching and history of arithmetic, also the best periodicals on the subject, and a good supply of the latest and best text-books are used for reference. No one text-book is used.

College Algebra. Elective. Five hours per week for first semester.

Logarithms; undetermined coefficients; decomposition of fractions; continued fractions; binominal formula; series; loci of equations; determinants; theory of equations with special reference to the solution of equations of the third and fourth degree.

Text: Well's Advanced Course in Algebra.

Plane and Spherical Trigonometry. Elective. Five hours per week for second semester.

Definitions of the six trigonometrical functions as ratios, and the relations between these functions; the meaning of the circular measures of angles and of inverse trigonometric functions; theory of logarithms and the use of the trigonometric tables; the solution of the right and oblique triangles. The student is also expected to be-

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come familiar with the various trigonometric formulae, and the general principles and applications of spherical trigonometry.

Texts: Crockett's Trigonometry. Wentworth's Trigonometry.

Analytic Geometry. Elective, sixth year, first semester, five hours per week.

Review of algebraic and trigonometric conceptions and formulas; geometric conceptions of the point and straight line with elementary applications; the locus of an equation; the equation of a locus; the straight line; the circle; the ellipse; the parabola; the hyperbola; higher plane curves.

Text: Tanner and Allen's Analytic Geometry.

MUSIC.

The art of music is so complex and its mastery so difficult that it is not to be acquired by the study of one of its branches alone. The School of Music therefore so arranges its curriculum that all pupils in its regular courses who are studying to be teachers, singers, or performers on any instrument shall pursue those theoretical branches which are most necessary in their particular class, together with their general instrumental or vocal practice. The School of Music endeavors not only to give the pupil instruction (the recital and practical) by able teachers and modern methods, but to surround him with a musical atmosphere which shall be at once a stimulus and a discipline; also to afford him opportunities for teaching and for public performance which cannot otherwise be obtained.

Thus the student in the regular course receives a complete technical and theoretical education, and secures at the end of his course the official endorsement of the school.

An invaluable advantage of the School of Music is the harmonious arrangement of the different branches of study which are needed for the complete education in music, instruction in instrumental or vocal studies being linked together with a study of sight-reading, theory, harmony and solfeggio, musical history, and other kindred subjects.

To these educational advantages are added the numerous public exercises of the school, consisting of the faculty concerts, lecture courses, pupil's recital and the opportunity of combining with a musical education studies in literature, language, etc.

Entrance and Classification

Beginners are received in any department, and a careful examination is made as to the proficiency of all pupils on entering. Students may enter any grade for which they are found qualified.

Departments of Instruction

The following list of department of instruction, each having a definite field of work and presenting such distinctive characteristics as to give it the importance of a separate school, indicates the broad lines on which the school of music will be conducted:

Department for the Pianoforte.

Department for the Voice.

Department for the Violin and Orchestral Instruments.

Department for Theory and History of Music.

Department for Band Instruments.

Department for Choir and Chorus Training.

Description of Courses

This Course has been carefully prepared to meet the constantly increasing and now almost universal demand for public school teachers who can teach vocal music in an intelligent and interesting manner.

The great value of all music study in the schools results from singing with proper interest and expression. Without this, there is little to be gained from the study of music.

Four semesters of vocal music and two semesters of Music Methods are now required from all candidates for First Grade or Life Certificates; and four semesters for all Second Grade Certificates. Thus it will be seen that the study of music in the public schools of South Dakota has at last been recognized as of sufficient importance to require all its teachers to have a good practical knowledge of the same.

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The Course is so arranged that students who have had no previous training in music can enter Music I and by continuing thro' the course acquire a good practical knowledge of the matter required to be taught throughout the grades and High School. It is the constant aim of the instructors to make the course practical and at the same time create and develop a genuine love for the best as applied to public school music. No subject is gaining more rapidly in the appreciation of the public today.

Vocal Music. First semester. Two hours per week. One hour credit.

All rudiments and essentials of note reading such as, reading the degrees by letters, value of notes, rests, various devices. Voice culture work in so far as possible in class work. Easier songs and their interpretation.

Vocal Music. Second semester. Two hours per week. One hour credit.

Continuation of all the above. Songs and exercises in the various keys up to three and four sharps and flats. Two part work as presented in a variety of ways, as simple scale studies, in combinations, as studies in simple imitations and as regular two part work. Voice culture, sight reading, and the singing of songs in an artistic and interesting style.

Vocal Music. Third semester. Two hours per week. One hour credit.

Continuation of the above. Exercises and songs in all the nine keys. Writing scales, intervals, and triades in the various positions. Exercises and songs in two and three parts. Voice culture, sight reading, and good song interpretation will be the essential points dwelt upon.

Vocal Music. Fourth semester. Two hours per week. One hour credit.

Continuation of the above. Writing and singing of minor scales, both melodic and harmonic. Exercises and songs in minor keys. Two, three, and four part songs. Writing triads. Studies and songs in Bass clef. All the vocal and technical difficulties likely to be encountered in ordinary songs and choruses.

The Moders Music Series will be used as text books throughout the entire course.

Music Methods, First Semester. One hour per week. One hour credit. Required of all First Grade and Life Certificates. No one should enter this class without having completed Music I, II, III, and IV, or being able satisfactorily to pass examination in the same. Carefully prepared outlines of lessons thru the first four grades are given and discussed, also lectures and illustrations of the most modern and approved methods of instruction. Especial attention is given to the teaching of songs by imitation and the gradual development of sight reading by observation and use of songs and parts of phrases, etc. The problem of how to stimulate and awaken a genuine love of music in the child is continually held before the class as the greatest point to be striven for.

Music Methods, Second Semester. One hour per week. One hour credit. Required the same as Music V. Continuation of above. Outlines of work to be presented and prepared for 5th, 6th, 7th, and 8th grades. The work will consist largely of the best methods of developing good sight-reading, proper voice reproduction, and the necessary factors in good song production. How to stimulate and foster love and appreciation for good music will be constantly discussed. Every member of the class must prepare outlines of model lessons and demonstrate them to the class. All will be given opportunity to observe regular class work in the Training School, and also do more or less practice teaching there.

Harmony, First Semester. Elective. One hour per week. One credit. Music notations, keys, scales and signatures, intervals, formation of triades, chord connection, simple part writing, from given bases and sopranos. Emery's lessons in elementary harmony. Chords of the seventh with exercises in harmonizing, sopranos and bases in open as well as closed position.

Harmony, Second Semester. One hour per week. One credit. Modulation begun. Illustrative examples and explanations of chord progression and modulations required at the piano. Harmonizing melodies, no figuring being given. Exercises in modulation at the piano, including transposition of various models into all keys. Advanced study in secondary. Seventh chords.

S T A T E N O R M A L S C H O O L

History of Music, First Semester. Elective. One hour per week. One credit. A general survey of musical history. Gregorian chant. The Netherlands. Early canons and folk-songs. Troubadors and Master singers. Drill in pronunciation of names. Illustrations of later periods by instructor and members of the class. Oratorio. Opera. Development of keyed instruments and orchestral beginnings. Growth of form. State of music in Italy, France, Germany, and England at close of period. Composition from Bach to Schubert.

History of Music, Second Semester. One hour per week. One credit. Literary backgrounds. Gluck and operatic reforms. Opera from Mozart to Weber. Instrumental form of C. P. E. Bach, Haydn, Mozart, Beethoven and Schubert. Development of Song. Romantic period. Influence of 19th century literature upon musical development. German, Italian and French opera. Class study of Wagner music drama and literature. Study of music in America. Themes on the most important topics studied. Current events in music discussed in every class. Text Books: L. Fillmore's *Lessons in Musical History*; Pratt's *History of Music*. An assigned course of reading is required from the following: Maumann's *History of Music*; Grove's *Dictionary of Music and Musicians*; Mathews' *Music History*; Lahee's *Famous Pianists*; *Violinists, Singers*; Upton's *Standard Operas and standard Oratorios*.

Choral Society. Two Hours per week. One credit. The choral society numbers one hundred members, and gives two concerts each year at which the best soloists available are secured. The society also sings at the commencement exercises. An opportunity is given for studying the best choral works and selections from the best known larger works. Among the works studied are "Ruth" and the "Holy City" by Gaul, "The Rose Maiden" by Cowen, "Fair Ellen" by Max Bruck, Hallelujah Chorus from "Messiah," and others. Members are admitted to the society after a satisfactory trial of the voice.

Band. A band of thirty pieces has been organized and conducted throughout the year. Some of the best standard music has been studied and performed and public concerts given.

Orchestra. An orchestra of twenty pieces has been maintained throughout the year and has been a source of pleasure and delight to the school and public. Concerts have been given, and several appearances made at various entertainments throughout the year.

Music Credits. Eight credits in music may be applied for graduation. One to six are required for all First Grade or Life Certificates. One to four for Second Grade Certificates. Students may elect either VII, or VIII, or Chorus, Band, or Orchestra for balance of credits as desired. No credits may be applied for Choral unless student has taken Music I, II, III, and IV, or can pass examination in the same.

PUBLIC SPEAKING AND PHYSICAL CULTURE

The aim in elocution is to awaken the student to a realization of the principles which underlie life by a study of some of the masterpieces in literature, with the endeavor to express their truth, beauty, and purpose through the voice and body.

Public Speaking

Elementary Elocution. Intermediate course, third year, first semester; advanced course, third year, first semester. Two hours per week.

The stress is laid upon the student's ability to get the thought from the printed page, to hold in mind the situation, and, standing before the class, to give it clearly and directly to them. The work is planned to develop the student's individuality.

Text: Psychological Development of Expression by Blood and Riley.

Advanced Elocution. Intermediate course, third year, second semester; advanced course, third year, second semester. Two hours per week.

More difficult selections are studied, bodily poise and response becomes a greater factor, and close attention is given to the development of power, flexibility, and resonance of the voice.

Text: Southwick's Steps to Oratory.

S T A T E N O R M A L S C H O O L

Methods in Elocution. Intermediate course, fourth year, second semester; advanced course, fifth year, second semester. One hour per week.

Suggestive work is given in this class which will assist the student in teaching reading in the grades, and literature, dramatics, and rhetorical in high schools.

Text: Clark's, How to Teach Reading in the Public Schools.

Dramatics. Elective. Three hours per week for one semester. This class is planned for students who desire to make a more complete study of elocution or to take part in the declamatory contests. The work consists in interpretation of masterpieces, voice, gesture, repertore, and the study of the modern drama.

Text: Cummock's, Choice Readings.

Physical Culture

The purpose of the work in this department is to develop alertness and spontaneity in the students and also to enable them to sustain and improve their health.

All students come under the supervision of this department and must pass the required physical examination given at the beginning of each year.

The gymnasium dress required is the regulation blouse and bloomers of navy blue serge or flannel and tennis shoes.

Lockers are provided for each student for which a deposit of fifty cents is made at the beginning of each year, to secure return of the key.

Two years of physical culture, two periods a week, are required for graduation.

The work includes Swedish gymnastics, tactic formations, dumb-bells and Indian clubs, basketball, tennis, and indoor and outdoor games.

SCIENCE

Astronomy

Elective. One semester, five hours per week.

The study of astronomy awakens the intellect, gives vigor to the imagination, and trains the perceptive powers.

Studied in a practical way, it gives a far better under-



Girls Room in Dormitory



A Corner of Dormitory Parlors



Cooking Class

standing of longitude and time, change of seasons, causes of tides, phases of the moon, and many other phenomena, than can be gained in any other way.

In addition to this one learns to trace the constellations and the stars by name.

Botany

Intermediate course, second year, second semester. Five hours per week.

The first part of the course is devoted to a careful study of the structure, physiology, and development of seed plants. About three weeks are given to the study of algae, liverworts, mosses, and ferns.

The classification of plants and preparation of herbaria occupy the last six weeks of the semester.

Simple but accurate drawing and records of all laboratory work are required and field trips planned in connection with the closing work.

Text: Bergen and Davis; Laboratory Manual, Hunter and Valentine.

Physiology and Hygiene

Intermediate course, second year, second semester. Five hours per week.

In this study special emphasis is placed upon the fact that "A sound body is necessary in order that one may have a sound mind." Charts, reference books, and dissection of organs are used in order to make the subject thoroly understood.

Texts: Thornton's Physiology, Overton's Advanced Physiology.

Zoology

Intermediate course, third year, first semester; advanced course, third year, first semester. Five hours per week.

The course includes a general survey of the principal divisions of the animal kingdom, and aims to open to students practical and interesting questions relating to life, food, growth, evolution, and environment. It is illustrated and made real by laboratory examination of types of each animal group. A few typical animals such as the sea-anemone, starfish, earth-worm, mussel, and frog are used for the study of internal structures.

S T A T E N O R M A L S C H O O L

Drawings and records of laboratory work are required.

Text: Linville and Kelly; Laboratory Manual, Hunter and Valentine.

Chemistry

Intermediate course, second year, first semester; advanced course, second year, first semester. Five hours per week.

Since all arts and sciences are more or less dependent upon chemistry, it is necessary to give a sufficient amount of this important subject to serve as a foundation for physiology, botany, geology, agriculture, and domestic science.

Carefully selected and rightly directed experiments tend to clearness of thought and accuracy of observation, therefore the students are supplied with hektographed papers containing experiments and directions for performing the same, but they are expected to use their own eyes and their own minds in preparing the notes which are submitted to the teacher for correction before being recorded in permanent note-books.

Texts: Brownlee, Williams.

Qualitative Annalysis. Elective, second semester. Five hours per week.

An advanced course in qualitative work including rock analysis is offered to students who wish to continue the subject of chemistry.

Quantitative Analysis. Elective, first semester. Five hours per week.

A practical course in chemistry includes both qualitative and quantitative work. Therefore we are introducing the latter to meet the demands of those interested in scientific agriculture and domestic science.

Geography

Commercial Geography. Intermediate course, first year, first semester. Five hours per week.

This course is expected to familiarize the student with:

1. The areas of production of the leading articles of commerce.
2. The areas of consumption.
3. Means of transportation.

4. The basal facts leading to the manufacture of the most familiar articles in daily use.

5. The dependence of industrial upon geographical conditions.

6. The effects of commerce upon civilization.

Papers and reports required throughout the term.

Text: C. C. Adams, Text-book of Commercial Geography.

Elementary Geography. Elementary course, second year, first semester. Five hours per week.

The aim is to have the student acquire a ready knowledge of the location and relative importance of the different political divisions, of the most important cities, and of the most useful rivers and harbors of the different continents; of the relation of the industries of the people to the natural resources of their respective countries; and something of the causes for difference in degree of civilization and progression of the different peoples. The geography of South Dakota is taken in detail. Sufficient mathematical and physical geography is given in this course to prepare the student to teach the modern advanced geography texts.

Physical Geography. Intermediate course, second year, first semester. Five hours per week.

The subject is introduced as a study of relationships. Tides and atmospheric phenomena are discussed in their relation to mankind. The best type forms are selected as a basis for the study of the general physical features of the world and the forces which bring about changes in the surface of the earth.

Laboratory work is introduced to aid the pupils in their appreciation of the facts presented and give them some idea of the methods used in geographical research.

Text: Salisbury's Physiography. (Briefer course), Professional Geography.

Geography Review. Intermediate course, fourth year, second semester; advanced course, fifth year, second semester. Five hours per week.

The work is taken up according to the following phases based upon the mental development of the child in the grades.

S T A T E N O R M A L S C H O O L

1. Observational geography and its relation to nature study.
2. Representative geography or the study of symbols.
3. Descriptive geography.
4. Rational geography.
5. The social phase.

The purpose of the semester's work is to give the prospective teacher some definite ideas of subject matter in a connected plan, the best methods of presenting the matter, the best materials, and how to use them.

Texts: Reference books.

Geology

Advanced course, fourth year, first semester. Five hours per week.

The work in geology consists of:

1. A quite full discussion of the forces now at work in and upon the earth. This includes:

- a. The work of the atmosphere, (1) mechanical, (2) chemical.

- b. Work of water.

- c. Work of ice.

- d. Work of igneous agencies.

2. The study of minerals and rocks, determination of common minerals, classification of rocks, origin of rock, and their relation to soils.

- a. A study of rock structure.

- b. The origin of topographic forms, and inquiry into the methods and processes by which hills and valleys, mountains and lakes and all the various landscape features have been developed.

3. An outline of Geological history as exhibited in the development of North America.

In this outline study the principles on which such a history is based are first made clear. Each age is then passed in review and its distinctive features are pointed out. The physical geography of the continent is traced from its earliest recognized beginning to the present. Parallel with this study of the physical life of the continent is carried on a study of the development of animals and vegetable life.

S P E A R F I S H , S O U T H D A K O T A

Field Work. Facilities for field study are especially good since the Black Hills are said to be an epitome of the whole Rocky Mountain system. Each class makes excursions to places that offer the best chance for field study.

Texts: Norton's Elements of Geology. **Reference texts:** W. B. Scott's An Introduction to Geology; Chamberlain and Salisbury's Geology, 3 vols. Vol. I Processes. Vols. II and III Earth History; also Dana, Le Conte, and Geike.

Physics

Advanced course, fourth year, first and second semesters. Six hours per week.

1. Matter, physical measurements, structure, conditions.
2. Mechanics of solids, principle and laws of motion, force, energy, etc.
3. Mechanics of fluids.
4. Heat.
5. Magnetism, static electricity, current electricity.
6. Sound.
7. Light.

Note—Laboratory periods twice a week are required.

Text: Millikan and Gale's first course in Physics.

Note—Laboratory note books must be presented for inspection by pupils asking credit for work done in this subject in other schools.

Register of Students

NORMAL DEPARTMENT

Sixth Year Class

Blackwell, Lee	Vale, S. Dak.
Dunn, Beatrice	Spearfish, S. Dak.
Eastman, Bertha	Hot Springs, S. Dak.
Eastman, Iva	Hot Springs, S. Dak.
Grote, Peter	Spearfish, S. Dak.
Hines, John	Oral, S. Dak.
Holben, Madeline	Spearfish, S. Dak.
Hull, Beulah	Spearfish, S. Dak.
Krumboltz, Maude	East Pleasant Plain, Iowa
Markham, Luella	Spearfish, S. Dak.
McMaster, William	Belle Fourche, S. Dak.
Musser, Harry	Deerfield, S. Dak.
Sweet, Florence	Deadwood, S. Dak.
Warren, Olive May	Spearfish S. Dak.

Fifth Year Class

Anderson, Lydia	Aladdin, Wyo.
Ayer, Katherine	Lead, S. Dak.
Basim, Alice	Rapid City, S. Dak.
Boylan, Ida	Piedmont, S. Dak.
Boyles, Alta	Hot Springs, S. Dak.
Brakke, Louise	Spearfish, S. Dak.
Brigham, Ruth	Whitewood, S. Dak.
Catterton, Winifred	Piedmont, S. Dak.
Chamison, Mildred	Lead, S. Dak.
Dachtler, William	Sturgis, S. Dak.
Danielson, Gertrude	Spearfish, S. Dak.
Doty, Mabel	Kamiah, Idaho
Eaton, Mabel	Sturgis, S. Dak.
Fardig, Hilda	Fruitdale, S. Dak.
Ferguson, Mabel	Lead, S. Dak.
Fox, Nellie	Piedmont, S. Dak.
Froman, Myrtle	Whitewood, S. Dak.
Garlock, Ellen	Custer, S. Dak.
Garlock, Teresa	Custer, S. Dak.

S P E A R F I S H , S O U T H D A K O T A

Hansen, Emma	Sturgis, S. Dak.
Harvey, Mary	Rapid City, S. Dak.
Henschke, John	Custer, S. Dak.
Henton, Ida	Spearfish, S. Dak.
Holmes, Ruth	Roubaix, S. Dak.
House, Goldie	Rapid City, S. Dak.
House, Grace	Rapid City, S. Dak.
Humbert, Glen	Spearfish, S. Dak.
Johnson, Abby	Spearfish, S. Dak.
Kamman, Mildred	Spearfish, S. Dak.
Kirk, Louise	Alzada, Mont.
Kirtley, Mary	Hot Springs, S. Dak.
Lyda, Curtis	Edgemont, S. Dak.
Madson, Edith	Underwood, S. Dak.
McNall, Enid	Terry, S. Dak.
Maleta, Mary	Lead, S. Dak.
Mathews, Pearl	Wilbur, Nebr.
Morrison, Jessie	Rochford, S. Dak.
Newbowers, Loretta	Rapid City, S. Dak.
Nicholas, Margaret	Spearfish, S. Dak.
Norris, Leta	Spearfish, S. Dak.
Oliver, Percy	Sundance, Wyo.
Ott, Albert	Bridgewater, S. Dak.
Ozum, Ray	Keystone, S. Dak.
Phillips, May	Hot Springs, S. Dak.
Putnam, Rex	Hot Springs, S. Dak.
Rederick, Eleanor	Hermosa, S. Dak.
Schleichardt, Marcia	Spearfish, S. Dak.
Simm, Frank	Spearfish, S. Dak.
Smith, May	Sturgis, S. Dak.
Soutar, Gertrude	Spearfish, S. Dak.
Sutherland, Cora	Pringle, S. Dak.
Thomas, Amy	Roubaix, S. Dak.
Thompson, Josie	Whitewood, S. Dak.
Ulton, Florence	Lithia, S. Dak.
Vaughn, Elizabeth	Spearfish, S. Dak.
Vercoe, Margaret	Whitewood, S. Dak.
Walther, Bertha	Lead, S. Dak.
Wellner, Martha	Oral, S. Dak.
Williams, Marie	Edgemont, S. Dak.
Wood, Ben	Spearfish, S. Dak.

Fourth Year Class

Allen, Vida	Spearfish, S. Dak.
Anderson, Dorothe	Fruitdale, S. Dak.
Bishop, Aleatha	Spearfish, S. Dak.
Blake, George	Castle Rock, S. Dak.
Cameron, Jean	Alpena, Mich.
Comerford, Charlotte	Chicago, Ill.
Crago, Jennie	Spearfish, S. Dak.
Craven, Edith	Kadoka, S. Dak.
Doody, Roger	Kismet, S. Dak.
Driskill, Edith	Spearfish, S. Dak.
Gibson, Grace	Spearfish, S. Dak.
Heimbaugh, Myrtle	Belle Fourche, S. Dak.
Jensen, Marie	Sheridan, Wyo.
Karinen, Sophia	Fruitdale, S. Dak.
Kenper, Bonnie	Spearfish, S. Dak.
Larson, Signa	Hill City, S. Dak.
Lytle, Marvin	Sundance, Wyo.
McEanney, Catherine	Beulah, Wyo.
McMaster, Clark	Belle Fourche, S. Dak.
McNall, Helene	Terry, S. Dak.
Merrill, Ester	Spearfish, S. Dak.
Moseley, Eunice	Camp Crook, S. Dak.
Nicholas, Thomas	Spearfish, S. Dak.
Oden, Glen	Harding, S. Dak.
Ogden, Bernice	Upton, Wyo.
Owen, Eugenia	Spearfish, S. Dak.
Ravndal, Lillian	Novak, S. Dak.
Reddick, Mary	Hermosa, S. Dak.
Revell, Esther	Buckhorn, Wyo.
Rice, Mary	Rochford, S. Dak.
Robinson, Helen, ...	Nemo, S. Dak.
Scoggin, Leora	Spearfish, S. Dak.
Sneve, Emma	Folsom, S. Dak.
Stearns, Elvis	Karinen, S. Dak.
Teigen, Palma	Capitol, Mont.
Tibbets, Roy	Spearfish, S. Dak.
Ulton, Agnes	Lithia, S. Dak.
White, Helen	Edgemont, S. Dak.



The Normal Band



Commercial Room



Placer Mining in the Black Hills

S P E A R F I S H , S O U T H D A K O T A

Third Year Class

Anderson, Sophia	Fruitdale, S. Dak.
Badger, Nettie	Spearfish, S. Dak.
Barrows, Lavanchie	Nisland, S. Dak.
Barton, John	Sundance, Wyo.
Belshe, Eva	Sundance, Wyo.
Bishop, Leona	Spearfish, S. Dak.
Bondurant, Oscar	Spearfish, S. Dak.
Brakke, Ida	Spearfish, S. Dak.
Carpenter, Gladys	Belle Fourche, S. Dak.
Case, Zoe	Spearfish, S. Dak.
Caudle, Raymond	Elm Springs, S. Dak.
De Groat, Jessie	Spearfish, S. Dak.
Durfee, Marjorie	Hulett, Wyo.
Ernest, Velma	Spearfish, S. Dak.
Earnest, Vera	Spearfish, S. Dak.
Foley, Walter	Spearfish, S. Dak.
Forsythe, Edith	Spearfish, S. Dak.
Froman, Minnie	Whitewood, S. Dak.
Glenn, Mary	Marion, S. Dak.
Hamilton, Gail	Sundance, Wyo.
Hansen, Waldemar	Sturgis, S. Dak.
Johnson, Myrtle	Spearfish, S. Dak.
Knoff, Pauline	Aladdin, Wyo.
Mahoney, Ben	Alva, Wyo.
Manwaring, Esther	Spearfish, S. Dak.
McClure, Verna	Belle Fourche, S. Dak.
McDowell, Reuben	Hermosa, S. Dak.
Merrill, Orpha	Spearfish, S. Dak.
Mitchell, Marian	Hamburg, Iowa
Murphy, Marsden	Spearfish, S. Dak.
Nettlehorst, Florence	Sundance, Wyo.
Packard, Albert	Spearfish, S. Dak.
Reddick, Theo	Hermosa, S. Dak.
Rice, Virginia	Spearfish, S. Dak.
Ripley, Adeliade	Aladdin, Wyo.
Rizor, Villa	Andrews, Nebr.
Rounds, Mildred	Sundance, Wyo.
Schloredt, Harry	Sundance, Wyo.
Schloredt, Helen	Sundance, Wyo.
Schuler, William	Spearfish, S. Dak.

S T A T E N O R M A L S C H O O L

Scruton, Ethel	Keystone, S. Dak.
Shay, Genevieve	Argentine, S. Dak.
Shelvin, Elsie	Nisland, S. Dak.
Simons, Grace	Lead, S. Dak.
Smith, Helen	Fairburn, S. Dak.
Stearns, Glen	Karinen, S. Dak.
Toms, Florence	Spearfish, S. Dak.
Toomey, Howard	Spearfish, S. Dak.
Tullock, Jean	Spearfish, S. Dak.
Ulton, Agnes	Lithia, S. Dak.
Vaughn, Florence	Spearfish, S. Dak.
Vodden, George	Spearfish, S. Dak.
Wheeler, Lloyd	Provo, S. Dak.
Wood, Erma	Spearfish, S. Dak.

Second Year Class

Adams, Alda	Spearfish, S. Dak.
Anderson, Ruth	Aladin, Wyo.
Belshe, Bertha	Sundance, Wyo.
Bogue, Irene	Nisland, S. Dak.
Bunney, Ernest	Spearfish, S. Dak.
Caffery, Frances	Spearfish, S. Dak.
Chiesman, Helen	Hoover, S. Dak.
Chitty, George	Folsom, S. Dak.
Clayton, Lura	Whitewood, S. Dak.
Coiteux, Lenora	Piedmont, S. Dak.
Conger, Ruby	Lentz, S. Dak.
Cooper, Margaret	Spearfish, S. Dak.
Copland, Opal	Merom, Indiana
Dahlen, Signa	Gustave, S. Dak.
Danielson, Mildred	Spearfish, S. Dak.
Driskill, Malcom	Spearfish, S. Dak.
Elliott, Florence	Cambria, Wyo.
Ericson, Jennie	Deerfield, S. Dak.
Fasbender, Ray	Spearfish, S. Dak.
Golding, Audrey	Spearfish, S. Dak.
Grant, Mabel	Whitewood, S. Dak.
Haivala, Elizabeth	Buffalo, S. Dak.
Hedlun, John	Fairburn, S. Dak.
Hood, Belle	Spearfish, S. Dak.
House, Everett	Rapid City, S. Dak.
Jarrad, Alberta	Pluma, S. Dak.

S P E A R F I S H , S O U T H D A K O T A

Joseph, Helen	Capa, S. Dak.
Kinney, Marcella	Spearfish, S. Dak.
Kinney, Romelia	Spearfish, S. Dak.
Knight, Susie	Spearfish, S. Dak.
Lee, Iva	Bridger, Mont.
Luce, Vespersia	Spearfish, S. Dak.
Martin, Wesley	Spearfish, S. Dak.
Massie, Julia	Mona, Wyo.
Morris, Beatrice	Sulphur, S. Dak.
Murphy, Lila	Spearfish, S. Dak.
Oliver, Earl	Hill City, S. Dak.
Ravndal, Hazel	Novak, S. Dak.
Rice, Annie	Rochford, S. Dak.
Richards, Irving	Belle Fourche, S. Dak.
Robinson, James	Nemo, S. Dak.
Schar, Caroline	Spearfish, S. Dak.
Schleichardt, Katherine	Spearfish, S. Dak.
Sherwin, Alice	Spearfish, S. Dak.
Shipley, Carl	Spearfish, S. Dak.
Teigen, Betsy	Capitol, Mont.
Thorne, Esther	Capa, S. Dak.
Thorne, Mary	Capa, S. Dak.
Wiswell, Ada	Fairburn, S. Dak.

First Year Class

Aikman, William	Aladdin, Wyo.
Ainsworth, Marion	Spearfish, S. Dak.
Barton, Verne	Sundance, Wyo.
Benton, Mary	Spearfish, S. Dak.
Beisman, Alice	Piedmont, S. Dak.
Brakke, Herman	Spearfish, S. Dak.
Brakke, Nellie	Spearfish, S. Dak.
Brenn, Irma	Spearfish, S. Dak.
Campbell, John	Spearfish, S. Dak.
Cooper, Jeanette	Spearfish, S. Dak.
Davenport, Arthur	Spearfish, S. Dak.
Dickey, Albert	Spearfish, S. Dak.
Dickey, Walter	Spearfish, S. Dak.
Doaslaugh, Virgil	Spearfish, S. Dak.
Dotson, Mary	Spearfish, S. Dak.
Driskill, Leo	Belle Fourche, S. Dak.
Driver, Winfred	Hill City, S. Dak.

S T A T E N O R M A L S C H O O L

Erskine, Floyd	Spearfish, S. Dak.
Evans, Allen	Spearfish, S. Dak.
Graham, Leona	Spearfish, S. Dak.
Hamilton, Chester	Ash, N. Dak.
Hazeltine, Katherine	Keystone, S. Dak.
Hitzel, John	Spearfish, S. Dak.
Hoffman, Henry	Belle Fourche, S. Dak.
Huddleson, Charity	Spearfish, S. Dak.
Jones, John David	Belle Fourche, S. Dak.
Jordan, Otis	Spearfish, S. Dak.
Jordan, Walter	Spearfish, S. Dak.
Kerr, Floyd	Elm Springs, S. Dak.
King, Paul	Spearfish, S. Dak.
Koski, Frank	Whitewood, S. Dak.
Koski, Hilda	Whitewood, S. Dak.
Lincoln, Esther	Spearfish, S. Dak.
Livingston, Glen	Sundance, Wyo.
Lundblad, Alice	Eothen, Wyo.
Markham, Lenora	Spearfish, S. Dak.
Marsh, Harry	Spearfish, S. Dak.
Massie, Colin	Mona, Wyo.
Melton, Annette	Deadwood, S. Dak.
Miner, Agnes	Lead, S. Dak.
Minter, Temperance	Upton, Wyo.
Moss, Dorris	Spearfish, S. Dak.
Murray, George	Beulah, Wyo.
Newton, Oscar	Spearfish, S. Dak.
Nicholls, Muriel	Spearfish, S. Dak.
Northey, Clarence	Spearfish, S. Dak.
Osloond, Harry	Belle Fourche, S. Dak.
Parker, William	Spearfish, S. Dak.
Peterson, Genevieve	Roubaix, S. Dak.
Peterson, Katie	Spearfish, S. Dak.
Phillips, Fern	Spearfish, S. Dak.
Poole, Bessie Maud	Spearfish, S. Dak.
Porterfield, Madge	Hermosa, S. Dak.
Ramsey, Asa	Gonzales, Tex.
Reddick, Rose	Hermosa, S. Dak.
Reddick, John	Hermosa, S. Dak.
Reder, Mabel	Custer, S. Dak.
Rushton, Lilac	Spearfish, S. Dak.

S P E A R F I S H . S O U T H D A K O T A

Rushton, Mattie	Spearfish, S. Dak.
Sanford, Leslie	Spearfish, S. Dak.
Schlichting, Clara	Hulett, Wyo.
Schultz, Earl	Spearfish, S. Dak.
Shane, Jeanne	Spearfish, S. Dak.
Shelvin, Everett	Nisland, S. Dak.
Shipley, Grant	Spearfish, S. Dak.
Siedenburg, Mamie	Rapid City, S. Dak.
Smith, Harold	Spearfish, S. Dak.
Thomas, Florence	Beulah, Wyo.
Thomas, William	Spearfish, S. Dak.
Thompson, Goldie	Two Bit, S. Dak.
Tibbits, Edith	Spearfish, S. Dak.
Tretheway, Monte	Spearfish, S. Dak.
Walsh, Ruth	Haydraw, S. Dak.
Waterhouse, Gilbert	Spearfish, S. Dak.
Widdoss, Hazel	Belle Fourche, S. Dak.
Willsie, Gertrude	Aladdin, Wyo.
Total Enrollment in Normal Department 290.	

Alumni Records

FOURTEEN years ago, in recognition of the need of an association of the graduates of the school that should strengthen fraternal and professional feeling, the "Alumni Association of the State Normal School at Spearfish, South Dakota," was organized. The association meets annually at Spearfish, during Commencement Week. The advantages of such an association are obvious. It is hoped that every graduate of the school will join and take a lively interest in its success. We earnestly desire to keep a record of the work of the graduates and to know their whereabouts. This would render it possible for us to compile and publish statistics of interest to the public and of value to the school, and would sometimes enable us to put graduates in correspondence with school officers making inquiry for teachers. The president of the school should be notified in every instance of a change of address.

The officers of the association are:

President—Dr. Lyle Hare, '07.

Vice President—Laura M. Bren, '06.

Secretary and Treasurer—Beulah A. Hull (Mrs. D. Eugene Hager), '10.

Class of 1887

Jean Cowgill (Mrs. Frank D. Comerford) Chicago, Ill.
May Chase Rapid City
Maude Gardner (Mrs. John Hoover) Belle Fourche
Cora Grubbs (Mrs. John Currier) Topeka, Kan.
Henry Jones 235 West St., New York City
Kate Kemper Spearfish
Nettie Pratt (Mrs. D. R. Evans) Deceased
Sallie Pryor (Mrs. R. L. Chunning) Camp Crook
Eugene Pettigrew Los Angeles, Calif.
Richard Whitney Deadwood

Class of 1889

Cornelia Beach Academy,
Mary M. Clemmens (Mrs. J. R. Smith) Peetz, Colo.
Elsie M. Cole (Mrs. E. M. Higgins) Creston

S P E A R F I S H , S O U T H D A K O T A

Ida S. Deidrich (Mrs. B. A. Swan).....Sundance, Wyo.
Ida M. Franklin (Mrs. Charles Pierson).....Spearfish
Barbara Gunn (Mrs. F. V. Andrews).....Beulah, Wyo.
George W. Hammond.....New York City
Clara J. Morden (Mrs. V. S. Johnson).....Spearfish
Jay F. Pyles, Box 1145, Village Deep Johannesburg, S. Afr.
Clarence N. Pettigrew.....Pine Bluff, Ark.
Ella Rogers (Mrs. H. A. Squire).....Los Angeles, Calif.
Mattie C. Stannus (Mrs. A. Clemmens).....Peetz, Colo.
Cornelia Storman Lead
William S. Williams.....Ione, Calif.

Class of 1890

Helen M. Bennett.....Hot Springs
Julia P. Day.....Seattle, Wash.
Kate Phillips (Mrs. H. B. Wardman).....Deadwood

Class of 1891

Albert Anderson Sturgis
Susie Bird.....Belle Fourche
William Baringer.....Moscow, Idaho
Nora Burris (Mrs. B. F. Spry).....Paoli, N. Dak.
Damon Clark Lead
Antoinette Gore (Mrs. Harry Monheim).....Piedmont
Nellie Hough (Mrs. Wm. Bradley).....Sturgis
Augusta Melbourne (Mrs. Augusta Wood), Kansas City, Mo.
Carrie Phillips (Mrs. W. E. Jones).....Sturgis
Cora Parsons (Mrs. J. Lang).....Clearmont, Wyo.
Alice Day Pratt.....Stanfield, Ore.
John Russell Deadwood
Olive Smith Deadwood

Class of 1892

Maude Baird (Mrs. G. D. Coons) 7 Main Ave., Albany, N. Y.
Rhoda Christiernsson Rockerville
Livingston Edwards..Crown Deep, Johannesburg, S. Africa
Lusia Garland (Mrs. Wilbur Mackenzie)..Spokane, Wash.
Florence Glenn.....Lead
Myrtle Grimsaw (Mrs. Elmer Ricker) Salt Lake City, Utah
Teresa Herlihy (Mrs. John Neary) Lead
Martha Miller (Mrs. C. J. McNulty).....Deceased
Lynn P. McCain.....Spearfish

S T A T E N O R M A L S C H O O L

Eva Ogden (Mrs. A. L. Putnam).....Newcastle, Wyo.
 Gertrude Phillips.....Portland, Ore.
 Mary E. Roche (Mrs. J. Ryan).....Lead
 Clarence A. Smith.....Fresno, Calif.
 Bertha Smith (Mrs. John McFarland).....Spearfish
 Grace Williams.....Auburn, Calif.

Class of 1893

Adella Beach.....Rapid City
 Kate Boyd (Mrs. A. L. Baker).....Visalia, Calif.
 Rose Douglas (Mrs. G. G. Verbryck).....Salt Lake, Utah
 Ada Gregg (Mrs. W. B. Perkins).....Lead
 William Huffman.....566 E. Salmon St., Portland, Ore.
 Alice Hough (Mrs. George Price).....Sturgis
 Kate Murrin (Mrs. G. F. Stebbins).....Spearfish
 Nellie Thornburg (Mrs. George Willis).....Spearfish
 Carlotta Thomas (Mrs. Albert Nisely).....Denver, Colo.

Class of 1894

Earl Allen.....Lapwai, Idaho
 Elizabeth Burris (Mrs. Fred Baxter).....Mona, Wyo.
 Amy Bird.....Belle Fourche
 Maude Barber (Mrs. Edward Cook).....Seattle, Wash.
 Lillie Glenn Deceased
 Bernice Hudson.....Honeoye Falls, N. Y.
 William Ledeboer.....Grand Rapids, Mich.
 Leah Pease (Mrs. Charles Witzel).....Los Angeles, Calif.

Class of 1895

Cortelia Bowman.....Phoenix, Ariz.
 Thomas C. Deffebach.....Chance
 Dorothy Goldbloom Deadwood
 Anna Henderson (Mrs. Walter Miller)...Tillamook, Ore.
 Carl Imes.....Ogden, Utah
 Maude Knickerbocker (Mrs. Jay Piles).....
 Box 1145 Village Deep, Johannesburg, S. Africa
 Mary D. Lake (Mrs. J. C. Bump).....Rapid City
 Frederick W. McCready.....Denver, Colo.
 Inez B. McIntyre.....Deadwood
 Merle A. McCain.....New Underwood
 Fannie E. Pratt (Mrs. Fred Cindel) Johannesburg, S. Afr.
 Katherine M. Pohlzon (Mrs. Damon Clark).....Lead



Trout Fishing, Near Spearfish



Cow Boys on a Round-Up



A Deer Hunting Scene Near Spearfish

S P E A R F I S H , S O U T H D A K O T A

Leroy Phillips.....Wallace, Idaho
Herbert L. Pratt.....McMinnville, Ore.
Ethelyn Stevens (Mrs. T. G. Deffebach).....Chance
Ola M. White (Mrs. D. R. Evans).....Belle Fourche

Class of 1896

Sarah A. Dean (Mrs. A. D. Leroy).....Deceased
Mattie M. Gibson (Mrs. Edward Welch).....Spearfish
Mabel Gilbert Lead
Florence Keats (Mrs. B. F. Bettelheim).....Spearfish
Olive Knowles Deadwood
Alice Knowles (Mrs. Matt Anderson).....Estacada, Ore.
Cora M. Knickerbocker (Mrs. Arthur Reynolds)....
.....Cornelius, Ore.
Mabel Louthan (Mrs. Roscoe Brown).....Austin, Mont.
Cyril Miller Deceased
Harry McClendon.....Denver, Colo.
Arthur McCready.....Buckhorn, Wyo.
Franklin McCready.....Butte City, Calif.
Mary E. Phillips (Mrs. Frank Clay).....Cheyenne, Wyo.
May Rich (Mrs. A. Silcock).....Oelrichs
Arthur Reynolds.....Cornelius, Ore.
Laura A. Shannon (Mrs. A. Patriquin).....Portland, Ore.

Class of 1897

Mabel Brant (Mrs. C. A. Brown).....	Harding
Emma Cummings.....	Belle Fourche
Minnie Cachelin (Mrs. Otis Hymer).....	Hot Springs
Margaret H. Fraser (Mrs. L. D. Brooks),	Red Lodge, Mont.
Jessie A. Gammon (Mrs. M. C. Connors).....	Spearfish
Nellie I. Honey (Mrs. J. C. Barber)....	Katchekan, Alaska
Julia C. Nefsy (Mrs. B. C. Noble).....	Sundance, Wyo.
Marguerite F. Rich.....	Seattle, Wash.
Belle West (Mrs. Belle Richardson).....	Gillette, Wyo.

Class of 1898

Maude M. Bright (Mrs. Will Frackleton).....	Lead
Evelyn V. Beckwith (Mrs. M. E. Hiltner).....	Flat Iron
Robert H. Burris.....	Spearfish
Ada Carns.....	New Cumberland, Ohio
Irene F. Ferguson.....	Hot Springs
Arthur F. Henry.....	Spearfish

Delbert N. Huff.....Spearfish
Rhoda Kemper (Mrs. Wm. Hitzel).....Spearfish
Anna V. Lawrenson (Mrs. Henry M'Pheter).....
.....Great Falls, Mont.
Kathryn P. Mitchell.....Seattle, Wash.
Maud M. Nichols (Mrs. W. M. McLaughlin)..Pawlet, Nebr.
Inez E. Pratt.....Deceased
Elizabeth C. Rebbe...919 Albany St., Los Angeles, Calif.
Minnie M. Rebbe (Mrs. Harry Hollingshead), Walker, Ariz.
Burt E. Robins.....Smithwick
Bessie E. Seim.....Deceased
Areta V. Stoermer Rapid City
Josephine Shannon (Mrs. Herbert Pratt). McMinnville, Ore.
Edith G. Thomas.....Los Angeles, Calif.
Florence E. Wertman.....Bellingham, Wash.
Franc L. Wertman.....Bellingham, Wash.
Velva Whitney.....Otter, Mont.

Carrie A. Anderson (Mrs. J. H. Baker) . . . Crosby, Wyo.
 Pearl Gilbert (Mrs. Roy Ostrander) Harding
 Arloa Greenleaf (Mrs. J. W. Dalby) Buffalo Gap
 Katherine Hough (Mrs. F. L. Cummings) . Forsythe, Mont.
 Francis Murrin (Mrs. George Moltring) Deceased
 Irene D. Pringle Lead
 Evangeline Winyall Spearfish
 Gertrude Tutty (Mrs. Guy Gilbert) Harding
 Emma T. Wood Snoma
 Marcia Rich (Mrs. Will Bigelow) Oelrichs
 Jennie B. Wright (Mrs. Paul Ames) Haley, N. Dak.

Charlotte H. Christianson (Mrs. Richard Imes) Custer
Mamie E. Clay (Mrs. Fred Cachelin) Roseburg, Ore.
Mabel E. Cook (Mrs. C. N. Wilson) Belen, N. Mex.
Grace E. Dyer (Mrs. Charles Searles) Lead
Nettie A. Evans (Mrs. Frank Jackson) Cabel, Mont.
Orina M. Frost Pomona, Calif.
Mae L. Glanville (Mrs. W. J. Harvey) Lead
Rose M. Harvey Havre, Mont.
Maude Johnston Minneapolis, Minn.
George Lane Snoma

S P E A R F I S H , S O U T H D A K O T A

Luella Morrell (Mrs. Leslie Cook).....Aladdin, Wyo.
Arabella Osborne (Mrs. John L. Anderson).....
.....2968 Porter Ave., Ogden, Utah
Willis E. Owen.....Vale
Dessie E. Scotney (Mrs. H. Schipke).....Belle Fourche
Jessie J. Sellers.....Sturgis
Roy S. Scott.....Camp Crook

Class of 1901

Harriet L. Barber.....Lincoln, Nebr.
Barbara Henry (Mrs. Lloyd Poindexter).....Deadwood
Louis Howe, Jr.....Cody, Wyo.
Edgar A. Kenoyer.....Sidney, Mont.
Nellie Maud Miller Phoenix, Ariz.
Mary A. Powell (Mrs. H. D. Dibble) Mystic
Olive M. Packard (Mrs. J. R. Warren).....Spearfish
Clara C. Ross (Mrs. Chas. W. Rose) Grand Junction, Colo.
Kate G. Scott Camp Crook
Corrina Thornburg (Mrs. L. A. Jones).....Lead
Caroline Teffre (Mrs. A. B. Groshong)....Tacoma, Wash.
Alice Agnes Travers (Mrs. W. D. Beardshear).....Ladlin
Emma Z. Williams (Mrs. Chas. Morgan).....Lead

Class of 1902

Agnes J. Anderson (Mrs. E. G. Engle).....Hulett, Wyo.
Pearl M. Beckwith (Mrs. W. Frizzell).....Spearfish
Bertha C. Burris.....Deadwood
Helen A. Carpenter.....Cambria, Wyo.
Edith Earl.....Seattle Wash.
Bertha Gibson (Mrs. W. R. Irwin).....Sheridan, Wyo.
Lena L. Odou (Mrs. Paul Mahone).....Juneau, Alaska
Mabel P. Peterson (Mrs. D. Hilton).....Beulah, Wyo.
Anna M. Preston.....Hot Springs
Lillian Van Russell.....Spokane, Wash.
Estella Robins (Mrs. Herman L. Hussong)..Smithwick
Percie R. Tracy (Mrs. Fred Mann).....Aladdin, Wyo.
Marguerite Thomas (Mrs. C. Trygstad).....Rapid City
Frank Thompson.....Spearfish
Anna Uhlig.....Whitewood
Emma Walton.....Morencie, Ariz.
Bessie B. Wilcox (Mrs. James Wilkie).....Lead

S T A T E N O R M A L S C H O O L

Class of 1903

Anna B. Ashman (Mrs. Otis L. Linn) Roseville, Calif.
 Wilhelmina Burkman (Mrs. C. J. Warren) . . Rioche, Nev.
 Dorothy E. Franklin (Mrs. Abe S. Laurie)
 1005 First Ave., Sioux Falls
 Fred B. Freeland Miles, Wash.
 Kittie S. Frost Pomona, Calif.
 Margaret Hampton (Mrs. Fred Lamberton) Tilford
 Grace Hough (Mrs. W. A. Stephens) Nisland
 Mary E. Mortenson (Mrs. Harry Missien) Yankton
 Hugh C. Pryor Boulder, Colo.
 Amy M. Ryan (Mrs. A. C. McDonald)
 2221 Mono St., Fresno, Calif.

Class of 1904

Mabel E. Allen (Mrs. E. J. Wolzmuth).....	Spearfish
Clyde D. Burgess.....	Phoenix, Ariz.
Roy W. Cook.....	Spearfish
James F. Connor.....	Custer
Ida B. Johnston (Mrs. G. W. Remison).....	Spearfish
Lena Kalgaard.....	Seattle, Wash.
Blanche Mulholland (Mrs. John Harris).....	Terry
Nettie M. Sewright.....	Buffalo Gap
Ella E. Schloredt.....	Sundance, Wyo.
Ella Toomey (Mrs. O. A. Anderson)....	Whitcomb, Mont.
Nellie G. Warren	Spearfish
Lottie E. Waddington (Mrs. C. L. Oliver)....	Pennington

Class of 1905

Hilda C. Anderson (Mrs. Conrad Veit)	717 N. 28th St., Minneapolis, Minn.
J. C. Blaine.....	Newcastle, Wyo.
Juliet Brown	Sturgis
Lucy Buchanan	Rapid City
Orise L. Carpenter	Cambria, Wyo.
Elizabeth J. Driver.....	Hill City
Elizabeth I. Gibson (Mrs. George Tubbs).....	Custer
Io Goddard	Vermillion
Edith Hilton (Mrs. J. M. Allread).....	Beulah, Wyo.
Frances Jewell (Mrs. C. B. Bowen).....	Deceased
Christina Kirkwood (Mrs. B. Thoening)....	Cambria, Wyo.
Walter R. Moberly.....	Downey, Calif.

S P E A R F I S H , S O U T H D A K O T A

Harriet Merriam	Milledgeville, Ill.
Waltie Norris (Mrs. C. R. Owen).....	
.....	708 S. Yakima St., Tacoma, Wash.
Charles R. Owen.....	708 S. Yakima St., Tacoma, Wash.
Winifred E. Packard (Mrs. Fred Merriman).....	
.....	1039 Kerney St., Washington, D. C.
Faith K. Powell.....	Spearfish
Mildred A. Shipley (Mrs. J. A. Wilson).....	Hulett, Wyo.
Bertha A. Smith.....	Sturgis
Minnie J. Starr (Mrs. Emmett Redding)....	Aladdin, Wyo.
Mary E. Tomlin (Mrs. C. E. Barrows) San Bernardino, Calif.	
Rosa Thoen (Mrs. George Ure).....	Deadwood

Class of 1906

Sixth Year Post-Graduate Course

Orina M. Frost.....	Pomona, Calif.
Hugh C. Pryor	Boulder, Colo.

Five-Year Courses

Ulrica A. Anderson.....	Estacada, Ore.
Grace Allen (Mrs. A. H. Maxwell).....	Lander, Wyo.
Lela I. Boyles.....	Hot Springs
Alice L. Bradley.....	San Diego, Calif.
Laura M. Brenn.....	Spearfish
Bertha V. Burroughs.....	Deceased
Mary L. Bryant (Mrs. Eugene Walton).....	Deadwood
Fannie Cooper (Mrs. O. W. Hanson).....	Spearfish
Lulu G. Cook (Mrs. S. Logan).....	Belle Fourche
Grace Court	Spearfish
Mabel K. Dunham (Mrs. Chas. Smith).....	Custer
Roy C. Estes	National, Nev.
Harry Elkins	Washington, D. C.
Helen F. Estes (Mrs. A. W. Rue).....	Graham, Mont.
Ruth Gardner (Mrs. J. Hempel).....	Benhoff, N. Dak.
Claude Harmon.....	Billings, Mont.
Eleanora Hodgkin (Mrs. Verne Wilson)..	Sheridan, Wyo.
Mildred L. Heidepriem.....	Custer
Azalia I. Jarrad	Terry
Amy M. Leary.....	Rapid City
Guy McClung	Spearfish
Ruberta M. Olds	Santiago, Chili, S. Am.
Lee Roy Parkin	Edgemont

S T A T E N O R M A L S C H O O L

Ethel Pierce	Hot Springs
Nellie Pike (Mrs. L. Chiesman).....	Hoover
Winnie Phillips	Hot Springs
Henry W. Robinson	Carbondale, Colo.
Bertram Richards	Terry
Homer L. Goddard..2803 W. 12th St., Los Angeles, Calif.	
Mary F. Slaughter	Belle Fourche
Ethel V. Smith (Mrs. H. R. Albion)	Custer
Verdon Taylor	Valley Junction, Iowa
Maude Toomey	Spearfish
Claudia Thomson	Rapid City
Annette Walton	Spearfish
Helen L. Waddington	Aladdin, Wyo.
Vera L. Weyman	Painesville, Ohio

Class of 1907

Sixth Year Post-Graduate Course

Grace Allen (Mrs. A. H. Maxwell).....	Langder, Wyo.
Cortelia M. Bowman	Phoenix, Ariz.
Helen M. Maleta	Lead
L. Roy Parkin	Edgemont
Winifred Packard (Mrs. Fred Merriman).....	
.....1039 Kerney St., Washington, D. C.	
Lila Smith	Lead
Maude Toomey	Spearfish
Verdon Taylor	Valley Junction, Iowa

Five Year Courses

Leita B. Blackwell	Belle Fourche
Gertrude B. Coleman	Edgemont
Marguerite B. Douglas (Mrs. E. T. Turner) Hampshire, Wyo.	
Beatrice R. Dunn	Spearfish
Samuel C. Dickey	Deadwood
Frances M. Driver (Mrs. F. L. Magruder) . . .	Belle Fourche
Lyle Hare	Spearfish
Lucile Hart	Sheridan, Wyo.
Millicent Hall	Rapid City
Norma E. Illsey	Custer
A. Earl Juckett	Long Beach, Calif.
Alma N. Leary	Rapid City
Helen A. Maleta	Lead
Edna Moses (Mrs. George Gustafson).....	Lead

Inez Moses (Mrs. D. R. Gustafson)	Lead
Nina L. Miller (Mrs. R. V. Wolzmuth)	Spearfish
Allene North-Tummon	Fitzgerald, Ga.
Lemuel P. Putnam	Hot Springs
Todd M. Pettigrew	Denver, Colo.
Laura Robins	Smithwick
Virginia Rebbe (Mrs. J. A. Mitchell)	Helena, Mont.
June Shane (Mrs. H. D. Roper).....	San Francisco, Cal.
George R. Smith	Custer
Mary Thompson	Whitewood
Wade A. Wilson	Lincoln, Nebr.
Grace E. Wilkinson (Mrs. Albert Walker)	Orman
Dorothy M. White	Phoenix, Ariz.
Bertha C. Wood (Mrs. G. A. Sampson)	Snoma
Amelia Young (Mrs. T. R. Nelson)	Dupree

Class of 1908

Sixth Year Post-Graduate Course

Allie J. Mitchell	Council Bluffs, Iowa
Guy McClung	Spearfish
Carolyn Nelson	Seattle, Wash.
Bertha E. Person	Ann Arbor, Mich.
Eva Winyall	Spearfish
Emma J. Wood	Snoma

Five Year Courses

Lucy Brigham (Mrs. O. A. Minturn)	Sturgis
Goldie Chamison	Lead
Jessie Cruickshank	Sturgis
Irene Durst	Custer
La Demah Dillehe	Tilford
Austa Evans (Mrs. Walter-Chappell)....	Bellingham, Wash.
Alice Fahrenwald	Pennington
Gertrude Godfrey	Lead
Belle Graham	Eureka Springs, Ark.
Pearl Hale	Sturgis
Ella Haugen	Maitland
Mary Heumphreus	Custer
Edith Hilton	Newcastle, Wyo.
Erma Howland (Mrs. R. J. Stanage).....	
.....	855 Adams Ave., Memphis, Tenn.
Richard Imes	Custer

S T A T E N O R M A L S C H O O L

William Jones	Sturgis
Lenore Miller	Belle Fourche
Edna Mosher	Buffalo Gap
Carl Mudge	Edgemont
Nina Nelson	Vesta
Lily Pederson	Rapid City
Mildred Pryor	Spearfish
Roy Putman	Hot Springs
Hattie Reausaw (Mrs. Walter Rue)	Seattle, Wash.
Walter Rue	Seattle, Wash.
George Scott	Custer
Charles Shipley	Spearfish
Merle Stanton (Mrs. Guy Caple)	Folsom
Alice Tyler	Lead
Anna Wendels	Montello, Wis.
Charles Wilkinson	Belle Fourche

Class of 1909

Sixth Year Post-Graduate Course

La Demah Dillehe	Tilford
A. Earl Juckett	Long Beach, Calif.
Azalia Jarrad	Terry
Karl E. Mudge	Edgemont
Lynn P. McCain	Spearfish
Faith K. Powell	Custer
Henry M. Robinson	Carbondale, Colo.
Belle N. Richardson	Gillette, Wyo.
Nettie M. Sewright	Buffalo Gap

Five Year Courses

Emma I. Anderson	Buffalo, Wyo.
Laura M. Bowman	Buckhorn, Wyo.
Ethel E. Blatchford (Mrs. Hugo Behrens)	Vale
Lillian A. Beck	St. Onge
Alice F. Brigham	Sturgis
Don S. Caple	Folsom
Anita B. Cook (Mrs. R. K. Bates)	Belle Fourche
Laura B. Coleman	Edgemont
Georgia A. Davis	Roggen, Colo.
Hubert F. Dickey	Deadwood
Winifred Evans (Mrs. C. E. Stewart)	Belle Fourche
Lura B. Elwood	Portland, Ore.



The Gorge, Near Sylvan Lake



Scene in Homestake Gold Mine

S P E A R F I S H , S O U T H D A K O T A

Ora E. Feay	Custer
Evelyn S. Gibson (Mrs. J. J. Massie)	Lead
Edna Goulette	Huntley, Mont.
Anna H. Grams (Mrs. J. B. Sessions)	Sturgis
Richard L. Hughes	Rapid City
Elizabeth Johnson	Sturgis
Janet M. Kelley	Hulett, Wyo.
Miriam G. Keliher	Rapid City
Blanche Kelley	Spearfish
Lillian M. McGill	Vale
Robert Lee Massie	Mona, Wyo.
Ethel F. Montgomery	Custer
Mae E. Norris	Marmarth, N. Dak.
Frances E. Norris	Spearfish
Joe A. Pilcher	Deceased
Francis E. Rounds	Sundance, Wyo.
Leona Russell (Mrs. C. W. Ott)	Spearfish
Amanda Sappington	Phoenix, Ariz.
Edith R. Stewart	Sturgis
Lena M. Slater	Blair, Nebr.
Frank J. Soutar	Spearfish
Frances C. Schrader (Mrs. Fay Jefferies)	
.....	7810 Cedar Ave., Cleveland, Ohio
Mary E. Toms	Spearfish
Katherine Tullock	Spearfish
Frances E. Tomkins	Rapid City
Elsie A. Willard	Murdo
Sara E. Willard	Aladdin, Wyo.
Estelle M. Willard	Aladdin, Wyo.
Minnie Wilson	Newcastle, Wyo.

Class of 1910

Sixth Year Post-Graduate Course

Alice Fahrenwald	New Underwood
Pearl Hale	Sturgis
Anna H. Miller	Tillamook, Ore.
Irene E. Winkler	Quinn

Five Year Courses

Theresa O. Berg	Sturgis
Annette Brindley	Oelrichs
Carl Caudle	Amedee, Calif.

S T A T E N O R M A L S C H O O L

Marvin Caudle	Amedee, Cali.
Jean M. Crawford (Mrs. Jesse Jones)	Deadwood
Helen Frazer	Deadwood
Emma H. Gamberg	Hermosa
David Hilton	Beulah, Wyo.
Beulah A. Hull (Mrs. D. Eugene Hager)	Spearfish
Dwight Juckett	Sundance, Wyo.
Cecelia W. Kelley	Hulett, Wyo.
Esther L. Markham	Spearfish
Lura L. Martin	Spearfish
Louise M. Monheim	Fruita, Colo.
Edythe Pitts	Hot Springs
Nellie A. Priest	Piedmont
Henry Rebbe	Boise, Idaho
James P. Reddick	Custer
Alcester Rose	Vale
Marcia M. Scanlan	Hermosa
Gertrude I. Schloredt	Sundance, Wyo.
Nellie M. Schuler	Spearfish
Laura Schuster	Rapid City
Samuel Stemple	Terry
Bernice Stowitts	1256 W. 51 Place, Los Angeles, Calif.
Reta Thain	Sundance, Wyo.
Ralph Toomey	Spearfish
Louise Walton	Belle Fourche
Russell Warren	Spearfish
Edna M. West	Belle Fourche
Grace E. Wilson	Ada
Zella J. Wolzmuth	Spearfish

Class of 1911

Sixth Year Post-Graduate Course

Gramberg, Emma H.	Hermosa
Martha, Laura L.	Spearfish
Northey, Carrie M.	Spearfish
Priest, Nellie A.	Piedmont
Schenk, Mary L.	Sundance, Wyo.

Five Year Courses

Blackwell, Lee R.	Vale
Brigham, Lillian E.	Whitewood
Burkhart, Mary E.	Vinco, Penn.

S P E A R F I S H , S O U T H D A K O T A

Curtis, Edith S. (Mrs. C. E. Willebrandt) ..	Redlands, Calif.
Dow, Pearl R.	Newcastle
Draper, Elton W.	Moorcroft
Driver, Birdie M.	Hill City
Fahrenwald, Elizabeth M.	New Underwood
Foley, Marie R.	Spearfish
Hedlum, Ernest W.	Fairburn
Hines, John F.	Oral
Holben, Madeline	Spearfish
Holdren, Edith D.	Vale
Kerwin, Mamie L.	Spearfish
King, Mary E.	Spearfish
Landers, Jessie M.	Lamson
Landers, Sophie E.	Lamson
Lane, Ella M.	Riverside, Calif.
Lee, Mary A.	Thermopolis, Wyo.
Marsh, Florence E.	Spearfish
McMáster, William	Belle Fourche
Moss, Lola R.	Buhl, Idaho
Murchison, Laura C.	Harding
Musser, Harry W.	Deerfield
Newton, Verla F.	Spearfish
Northey, Carrie M.	Spearfish
Northey, Laura L.	Spearfish
Oates, Elizabeth M.	Central City
Reilly, Grace M.	Lead
Roslosnik, Marie	Terry
Rudesill, Maude M.	Rapid City
Schenk, Mary L.	Sundance, Wyo.
Shedd, Anna Faye	Lead
Shuart, Edna M.	Gillette, Wyo.
Simm, Garnett M.	Spearfish
Soutar, Jessie M. (Mrs. O. M. Granum)	Rapid City
Stewart, Marguerite F.	Edgemont
Sweet, Florence E.	Lead
Thomas, Grace B.	Spearfish
VanMeter, Edith H.	Clough
Wagner, Ralph P.	Sturgis
Wilmarth, Kathryn S.	Terraville

Class Memorials



SEVERAL of the graduating classes presented to the school at their departure, memorials, which might remain to testify to their regard for their Alma Mater.

The Class of 1892 presented a beautiful etching, "Stratford Church," which has since then adorned the office.

The Class of 1895 planted a grove of memorial trees on the slope, a few rods in front of the building. These trees have made a fine growth.

The class of 1896 presented an X-Ray apparatus.

The class of 1899 presented "Greek Games," a fine carbon photograph, "Aurora," an oleograph in colors, a life size bust of Lincoln, and a copy of the "Venus de Milo."

The class of 1900 asked that a shelf in a case for geological specimens be assigned them, and they are filling it with carefully selected and valuable minerals and fossils.

The class of 1901 presented two very fine, original, imported carbons, each 37 by 48 inches, framed in broad panels of brown oak, with gold lines. "The Windmill," by Van Ruysdall, and "The Dance of the Nymphs," by Corot.

The class of 1902 contributed \$90 toward the cost of a grand stand in the new athletic field. The class also planted seventeen Russian Poplar shade trees along the street east of the school building.

The class of 1903 contributed four fine pictures, viz. "The Education of Greek Youth," for Science Hall; "The Guardians of the Temple," for Assembly Hall; and "Castle Chillon" and the "The Cattle," for Women's Hall.

Later, in 1905, this class gave the school two additional pictures, "Stratford-on-Avon" and "Dryburgh Abbey." These beautiful pictures were for the English Literature Room.

The class of 1904 gave the Normal Department two pictures, "The Reading Hermit," and "The Monarch of the Desert." The class also gave to the Training Department, four excellent pictures for children, viz: "And a Little Child

Shall Lead Them," "The Boy Jesus," "Priscilla," and "Aurora."

The class of 1905 mounted upon substantial pedestals two cannon presented the school by the Government through the efforts of Congressman Martin; contributed \$16.15 to the Normal Band, for purchase of music, \$16.15 to the Mandolin Club for music, and \$32.25 to the Model School.

The class of 1906 contributed \$100 to the Athletic Association, and \$100 to be used in the purchase of a range for the Domestic Science Department.

The class of 1907 contributed a fine life size statue of Joan of Arc, with pedestal. This, at their request, will have a place in the new building.

The class of 1908 contributed a flagstaff for the new building. Also two bronze statuettes.

The class of 1910 contributed a large picture in three sections, "The Phases of the Law." The picture represents "Justice," "Wisdom," and "Power," a copy of the original found in the Appellate Court, New York City. The picture cost \$45. The class also has to its credit \$100, which is to be spent in the purchase of a fountain to be placed in front of the main building.

The class of 1911 contributed \$200, expended as follows: "The Canterbury Pilgrims," by Van Vorst Sewell, \$100; a heroic sized statue of "Minerva," \$60; and a life sized statue of "Hebe," by Thorwaldson, \$40. The Canterbury Pilgrims, a picture in three sections, 3 feet by 15 feet, is hung in the Library and the statues are placed in the Assembly Hall.

Acknowledgments

STUDENTS of former years will be interested in knowing that there is an autograph case in the geological laboratory which is to contain only specimens donated by those who have at some time been students in the Spearfish Normal.

Since a very complete collection from this region is desired, old students are asked not to wait to find rare or curious specimens, but to send the common ones from the places in which they live. It is desirable that the specimens sent be accompanied by a card containing the name of the donor, the place where they were found, and so far as possible, the names of the rocks or fossils.

Some of the members of the class of 1900 have declared that their collection is to be the best in the case, and judging by the energy with which they have gone to work they will make good their promise. Willis Owen leads off with lava from Idaho, Calc-sinter from Yellowstone Park, tin ore from Hill City, petrified wood from Arizona, broken pottery and burned corn as reminders of the Cliff Dwellers of Arizona, and many other interesting specimens.

Roy Scott, also of the class of 1900, is associated with Mr. Owen in some of the gifts; for instance, a stratigraphic chart of the Grand Canon of the Colorado, together with typical rocks from each stratum of the canon walls. He also donates granite from the Serria Madre mountains, silver and copper ore, chalcedony, crystals of silica, and so many other specimens that he and Mr. Owen have more than filled one shelf.

George Lane has sent *Ptycodus Mortoni* and sharks' teeth. Thanks are due to Mary Bryant for shells from Cuba, azurite, gneiss, etc. Following is a list of other donors and their gifts:

Etta McVey—Variegated Conglomerate.

Ira Wheeler—Rock containing free silver.

Elva Russel—Fossil coral.

E. D. Pickering—Calcareous tufa.

S P E A R F I S H , S O U T H D A K O T A

Mary Powell—Fossil coral, Oreodon teeth.

Willis Hare—Spodumene.

Clyde Burgess—Gold bearing rock.

Agnes Traverse—Gold bearing quartz, mica, pyrite.

Bertha Burris—Botryoidal iron ore.

Caroline Teffre—Calcite crystals.

David Hilton—Gold bearing rock.

W. H. Russ—Brontotherium tooth.

Frank Thomas and David Hilton—Head and some bones of a Plesiosaur.

United States Fish Commissioner Booth—Specimens of fish spawn, together with young trout of several kinds.

Pearl Gilbert Ostrander—Large number of iron nodules of many different forms.

May Rich and Marcia Bigelow—A fine box of specimens.

Joseph Pilcher—A box of valuable minerals.

F. L. Pennington—A large specimen of wolfram ore.

Samuel Welch—A rare piece of pocket knife carving, consisting of links, links within links, ball and single swivels, rings, etc., all connected and from one piece of Black Hills pine wood, also a cane and pair of pincers.

G. L. Smith—A beautiful mounted deer.

Joe Pilcher—Box of specimens for the autograph case.

E. H. Warren—Complete files of the Queen City Mail and the Daily Bulletin.

Fred Johnson—Scheelite from Tinton.

Mrs. B. F. Walters—Iron urn for campus.



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